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ABSTRACT

This report of the committee of conference reconciles differences in versions of bills passed by the United States Senate and the House of Representatives on a bill (S. 1824) to amend the Education of the Handicapped Act. The text of the recommended bill is presented, with the following sections: general provisions, assistance for education of all handicapped individuals, centers and services to meet special needs of handicapped individuals, training personnel, research, instructional media, technology, and technical amendments. A joint statement of the committee of conference explains the effect of the action agreed upon, and notes the differences between the Senate bill, the House amendment, and the substitute agreed to in conference. (JDD)

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EC

101ST CONGRESS
2d Session

HOUSE OF REPRESENTATIVES

REPORT
101-787

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EDUCATION OF THE HANDICAPPED ACT AMENDMENTS OF 1990

OCTOBER 1, 1990.—Ordered to be printed

Mr. HAWKINS, from the committee of conference, submitted the following

CONFERENCE REPORT

[To accompany S. 1824]

The committee of conference on the disagreeing votes of the two Houses on the amendments of the House to the bill (S. 1824) to reauthorize the Education of the Handicapped Act, and for other purposes, having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses as follows:

That the Senate recede from its disagreement to the amendment of the House to the text of the bill and agree to the same with an amendment as follows:

In lieu of the matter proposed to be inserted by the House amendment insert the following:

SECTION 1. SHORT TITLE; REFERENCE.

(a) SHORT TITLE.—This Act may be cited as the "Education of the Handicapped Act Amendments of 1990".

(b) REFERENCE.—Except as otherwise provided in section 901, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Education of the Handicapped Act.

TITLE I—GENERAL PROVISIONS

SEC. 101. DEFINITIONS.

(a) HANDICAPPED CHILDREN.—Section 602(a)(1) (20 U.S.C. 1401(a)(1)) is amended to read as follows:

"(1) The term 'children with disabilities' means children—

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"(A) with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

"(B) who, by reason thereof need special education and related services.".

(b) SPECIAL EDUCATION.—Section 602(a)(16) (20 U.S.C. 1401(a)(16)) is amended by striking "including classroom instruction" and all that follows and inserting the following: "including—

"(A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and

"(B) instruction in physical education.".

(c) RELATED SERVICES.—Section 602(a)(17) (20 U.S.C. 1401(a)(17)) is amended—

(1) by striking "recreation," and inserting "recreation, including therapeutic recreation and social work services,"; and

(2) by inserting ", including rehabilitation counseling," after "counseling services,".

(d) TRANSITION SERVICES.—Section 602(a) (20 U.S.C. 1401(a)) is amended by redesignating paragraphs (19) through (23) as paragraphs (20) through (24), respectively, and by inserting after paragraph (18) the following new paragraph:

"(19) The term 'transition services' means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.".

(e) INDIVIDUALIZED EDUCATION PROGRAM.—Section 602(a)(20), as redesignated by subsection (d) of this section, is amended—

(1) by redesignating subparagraphs (D) and (E) as subparagraphs (E) and (F), respectively, and by inserting after subparagraph (C) the following new subparagraph:

"(D) a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency reponsibilities or linkages (or both) before the student leaves the school setting,", and

(2) by inserting after subparagraph (F) (as so redesignated) the following: "In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives.".

(f) PUBLIC OR PRIVATE NONPROFIT AGENCY OR ORGANIZATION.—Section 602(a)(24)(A), as redesignated by subsection (d) of this sec-

tion, is amended by inserting before the period the following: "and the Bureau of Indian Affairs of the Department of the Interior (when acting on behalf of schools operated by the Bureau for children and students on Indian reservations) and tribally controlled schools funded by the Department of Interior".

(g) ASSISTIVE TECHNOLOGY DEVICE.—Section 602(a), as amended by subsection (d) of this section, is amended by adding at the end the following new paragraph:

"(25) The term 'assistive technology device' means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.".

(h) ASSISTIVE TECHNOLOGY SERVICE.—Section 602(a), as amended by subsection (g) of this section, is amended by adding at the end the following new paragraph:

"(26) The term 'assistive technology service' means any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes—

"(A) the evaluation of the needs of an individual with a disability, including a functional evaluation of the individual in the individual's customary environment;

"(B) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by individuals with disabilities;

"(C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;

"(D) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

"(E) training or technical assistance for an individual with disabilities, or, where appropriate, the family of an individual with disabilities; and

"(F) training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities.".

(i) UNDERREPRESENTED.—Section 602(a), as amended by subsection (h) of this section, is amended by adding at the end the following new paragraph:

"(27) The term 'underrepresented' means populations such as minorities, the poor, the limited English proficient, and individuals with disabilities.".

SEC. 102. NOTICE OF INQUIRY

(a) PUBLICATION.—Not later than 30 days after the date of the enactment of the Education of the Handicapped Act Amendments of 1990, the Secretary shall publish a Notice of Inquiry in the Federal Register for the purpose of soliciting public comments regarding the appropriate components of an operational definition under such Act

for the term "attention deficit disorder" (hereinafter referred to in this section as the "disorder") in accordance with subsection (b)(2).

(b) PUBLIC COMMENT.—

(1) The Notice of Inquiry published under subsection (a) shall provide for a 120-day period for public comment.

(2) The Notice of Inquiry shall request comments concerning the following issues:

(A) How should the disorder be described operationally for purposes of qualifying a child for special education and related services under part B of the Education of the Handicapped Act.

(B) What criteria should be included in the definition to qualify children with the disorder whose disability is comparable in severity to other children with disabilities currently determined to be eligible for special education and related services under part B of the Education of the Handicapped Act.

(C) What specific manifestations of the disorder, if any, should be included in the definition.

(D) Whether the definition should include references to characteristics or circumstances that produce transient inattentive behaviors that, in and of themselves, would not make a child eligible for special education and related services under the definition of the disorder.

(E) Whether the definition should address the concurrence of this disorder with other disabilities such as specific learning disabilities or serious emotional disturbance, and if so addressed, the manner in which such is to be accomplished.

(F) Whether guidelines should be provided to State and local educational agencies regarding their obligation to conduct an evaluation of a child suspected of having this disorder, and a description of such guidelines.

(G) Who should be authorized to conduct an assessment of a child having or suspected of having the disorder and whether the assessment should be conducted by more than one individual (such as a teacher and a psychologist).

(H) What provisions should be included in the definition and what additional steps, if any, not currently required by the regulations implementing part B of the Education of the Handicapped Act, should be included to ensure that racial, ethnic, and linguistic minorities are not misclassified under this definition.

(c) REPORT TO COMMITTEES.—Not later than 30 days after the close of the comment period referred to in subsection (b)(1), the Secretary shall transmit the public comments received in response to the Notice of Inquiry in a usable form, accompanied by a document summarizing such comments, to the Committee on Labor and Human Resources of the Senate and the Committee on Education and Labor of the House of Representatives.

SEC. 103. ABROGATION OF STATE SOVEREIGN IMMUNITY.

Part A (20 U.S.C. 1400 et seq.) is amended by inserting after section 603 the following new section:

"ABROGATION OF STATE SOVEREIGN IMMUNITY

"SEC. 604. (a) A State shall not be immune under the eleventh amendment to the Constitution of the United States from suit in Federal court for a violation of this Act.

"(b) In a suit against a State for a violation of this Act, remedies (including remedies both at law and in equity) are available for such a violation to the same extent as such remedies are available for such a violation in the suit against any public entity other than a State.

"(c) The provisions of subsections (a) and (b) shall take effect with respect to violations that occur in whole or part after the date of the enactment of the Education of the Handicapped Act Amendments of 1990.".

SEC. 104. REPORTS, EVALUATIONS, FINDINGS, AND OTHER PROVISIONS GENERALLY APPLICABLE TO PARTS C THROUGH G.

Part A (20 U.S.C. 1400 et seq.) is amended by adding at the end the following new section:

"ADMINISTRATIVE PROVISIONS APPLICABLE TO PARTS C THROUGH G AND SECTION 618

"SEC. 610. (a) The Secretary shall maintain a process for developing a program plan for the implementation of each of the programs authorized under section 618 and parts C through G. The plan shall include program goals, objectives, strategies, and priorities. In conducting the process, the Secretary shall involve individuals with disabilities, parents, professionals, and representatives of State and local educational agencies, private schools, institutions of higher education, and national organizations who have interest and expertise in the program.

"(b) In awarding grants, contracts, and cooperative agreements under parts C through G, the Secretary, where appropriate, shall require applicants to demonstrate how they will address, in whole or in part, the needs of infants, toddlers, children, and youth with disabilities from minority backgrounds.

"(c) In awarding grants, contracts, or cooperative agreements under parts C through G the Secretary, where appropriate, may require applicants to address the various transitions that a child with a disability may face throughout such child's years in school, including—

"(1) the transition from medical care to special education for those children with disabilities, including chronic health impairments, who may require individualized health-related services to enable such children to participate in, or benefit from, special education;

"(2) the transition between residential placement and community-based special education services; and

"(3) the transition between a separate educational placement and the regular classroom setting.

"(d) The Secretary shall conduct directly, or by contract or cooperative agreement with appropriate entities, independent evaluations of the programs authorized under section 618 and under parts C through G, and may for such purpose use funds appropriated to carry out such provisions. The findings of the evaluators shall be

utilized in the planning process under subsection (a) for the purpose of improving the programs. The evaluations shall determine the degree to which the program is being conducted consistent with the program plan and meeting its goals and objectives. The Secretary shall submit to the appropriate committees of the Congress the results of the evaluations required by this subsection.

"(e) The Secretary shall report on the program plans required in subsection (a) and findings from the evaluations under subsection (d) in the annual report to the Congress required under section 618.

"(f) The Secretary shall develop effective procedures for acquiring and disseminating information derived from programs and projects funded under parts C through G, as well as information generated from studies conducted and data collected under section 618.

"(g) The Secretary shall, where appropriate, require recipients of all grants, contracts, and cooperative agreements under parts C through G to prepare reports describing their procedures, findings, and other relevant information in a form that will maximize the dissemination and use of such procedures, findings, and information. The Secretary shall require their delivery, as appropriate, to the Regional and Federal Resource Centers, the Clearinghouses, and the Technical Assistance to Parents Programs (TAPP) assisted under parts C and D, as well as the National Diffusion Network, the ERIC Clearinghouse on the Handicapped and Gifted, and the Child and Adolescent Service Systems Program (CASSP) under the National Institute of Mental Health, appropriate parent and professional organizations, organizations representing individuals with disabilities, and such other networks as the Secretary may determine to be appropriate.

"(h)(1) The Secretary shall convene, in accordance with paragraph (2), panels of experts who are competent, by virtue of their training or experience, to evaluate proposals under section 618 and parts C through G.

"(2) Panels under paragraph (1) shall be composed of individuals with disabilities, parents of such individuals, individuals from the fields of special education, related services, and other relevant disciplines.

"(3) The Secretary shall convene panels under paragraph (1) for any application that includes a total funding request exceeding $60,000 and may convene or otherwise appoint panels for applications that include funding requests that are less than such amount.

"(4) Panels under paragraph (1) shall include a majority of non-Federal members. Such non-Federal members shall be provided travel and per diem not to exceed the rate provided to other educational consultants used by the Department of Education and shall be provided consultant fees at such a rate.

"(5) The Secretary may use funds available under section 618 and parts C through G to pay expenses and fees of non-Federal members of the panels.

"(i) The Secretary shall conduct at least 1 site visit for each grant, contract, and cooperative agreement receiving $300,000 or more annually under parts C through G.

"(j)(1) With respect to the discretionary programs authorized by parts C through G, the Congress finds as follows:

"(A)(i) The Federal Government must be responsive to the growing needs of an increasingly more diverse society. A more equitable allocation of resources is essential for the Federal Government to meet its responsibility to provide an equal educational opportunity for all individuals.

"(ii) America's racial profile is rapidly changing. While the rate of increase for white Americans is 3.2 percent, the rate of increase for racial and ethnic minorities is much higher: 38.6 percent for Hispanics, 14.6 percent for African-Americans, and 40.1 percent for Asians and other ethnic groups.

"(iii) By the year 2000, this Nation will have 260,000,000 people, one of every three of whom will be either African-American, Hispanic, or Asian-American.

"(iv) Taken together as a group, it is a more frequent phenomenon for minorities to comprise the majority of public school students. Large city school populations are overwhelmingly minority, e.g., Miami, 71 percent; Philadelphia, 73 percent; Baltimore, 80 percent.

"(v) Recruitment efforts within special education at the level of preservice, continuing education, and practice must focus on bringing larger numbers of minorities into the profession in order to provide appropriate practitioner knowledge, role models, and sufficient manpower to address the clearly changing demography of special education.

"(vi) The limited English proficient population is the fastest growing in our Nation, and the growth is occurring in many parts of our Nation. In the Nation's 2 largest school districts, limited-English students make up almost half of all students initially entering school at the kindergarten level. Studies have documented apparent discrepancies in the levels of referral and placement of limited-English proficient children in special education. The Department of Education has found that services provided to limited-English proficient students often do not respond primarily to the pupil's academic needs. These trends pose special challenges for special education in the referral, assessment, and services for our Nation's students from non-English language backgrounds.

"(B)(i) Greater efforts are needed to prevent the intensification of problems connected with mislabeling and high dropout rates among minority children with disabilities.

"(ii) More minority children continue to be served in special education than would be expected from the percentage of minority students in the general school population.

"(iii) Poor African-American children are 3.5 times more likely to be identified by their teacher as mentally retarded than their white counterparts.

"(iv) Although African-Americans represent 12 percent of elementary and secondary enrollments, they constitute 28 percent of total enrollments in special education.

"(v) The drop out rate is 68 percent higher for minorities than for whites.

"(vi) More than 50 percent of minority students in large cities drop out of school.

"(C)(i) The opportunity for full participation in awards for grants and contracts; boards of organizations receiving funds under this Act; and peer review panels; and training of professionals in the area of special education by minority individuals, organizations, and historically Black colleges and universities is essential if we are to obtain greater success in the education of minority children with disabilities.

"(ii) In 1989, of the 661,000 college and university professors, 4.6 percent were African-American and 3.1 percent were Hispanic. Of the 3,600,000 teachers, prekindergarten through high school, 9.4 percent were African-American and 3.9 percent were Hispanic.

"(iii) Students from minority groups comprise more than 50 percent of K-12 public school enrollment in seven States yet minority enrollment in teacher training programs is less than 15 percent in all but six States.

"(iv) As the number of African-American and Hispanic students in special education increases, the number of minority teachers and related service personnel produced in our colleges and universities continues to decrease.

"(v) Ten years ago, 12.5 percent of the United States teaching force in public elementary and secondary schools were members of a minority group. Minorities comprised 21.3 percent of the national population at that time and were clearly underrepresented then among employed teachers. Today, the elementary and secondary teaching force is 3 to 5 percent minority, while one-third of the students in public schools are minority children.

"(vi) As recently as 1984-85, Historically Black Colleges and Universities (HBCUs) supplied nearly half of the African-American teachers in the Nation. However, in 1988, HBCUs received only 2 percent of the discretionary funds for special education and related services personnel training.

"(vii) While African-American students constitute 28 percent of total enrollment in special education, only 11.2 percent of individuals enrolled in preservice training programs for special education are African-American.

"(viii) In 1986-87, of the degrees conferred in education at the B.A., M.A., and Ph.D levels, only 6, 8, and 8 percent, respectively, were awarded to African-American or Hispanic students.

"(D) Minorities and underserved persons are socially disadvantaged because of the lack of opportunities in training and educational programs, undergirded by the practices in the private sector that impede their full participation in the mainstream of society.

"(2) The Congress further finds that these conditions can be greatly improved by providing opportunities for the full participation of minorities through the implementation of the following recommendations:

"(A) Implementation of a policy to mobilize the Nation's resources to prepare minorities for careers in special education and related services.

"(B) This policy should focus on—

"(i) the recruitment of minorities into teaching; and

"(ii) financially assisting HBCUs and other institutions of higher education (whose minority student enrollment is at least 25 percent) to prepare students for special education and related service careers.

"(C)(i) The Secretary shall develop a plan for providing outreach services to the entities described in clause (ii) in order to increase the participation of such entities in competitions for grants, contracts, and cooperative agreements under any of parts C through G.

"(ii) The entities referred to in clause (i) are—

"(I) Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent;

"(II) eligible institutions as defined in section 312 of the Higher Education Act of 1965;

"(III) nonprofit and for-profit agencies at least 51 percent owned or controlled by one or more minority individuals; and

"(IV) underrepresented populations.

"(iii) For the purpose of implementing the plan required in clause (i), the Secretary shall, for each of the fiscal years 1991 through 1994, expend 1 percent of the funds appropriated for the fiscal year involved for carrying out parts C through G.

"(3) The Secretary shall exercise his/her utmost authority, resourcefulness, and diligence to meet the requirements of this subsection.

"(4) Not later than January 31 of each year, starting with fiscal year 1991, the Secretary shall submit to Congress a final report on the progress toward meeting the goals of this subsection during the preceding fiscal year. The report shall include—

"(i) a full explanation of any progress toward meeting the goals of this subsection; and

"(ii) a plan to meet the goals, if necessary.".

TITLE II—ASSISTANCE FOR EDUCATION OF ALL HANDICAPPED INDIVIDUALS

SEC. 201. SETTLEMENTS AND ALLOCATIONS.

Section 611(f) (20 U.S.C. 1411(f)) is amended—

(1) in paragraph (1), in the first sentence, by inserting "(A)" after "reservations" and by inserting before the period the following: ", and (B) for whom services were provided through contract with an Indian tribe or organization prior to fiscal year 1989"; and

(2) by adding at the end the following new paragraph:

"(3) Before March 1, 1991, the Secretary of the Interior shall submit to the appropriate Committees of the Congress a plan for the provision of services under this Act to all children with disabilities residing on reservations, whether or not such reservation is served by a B.I.A. funded school. Such plan shall provide for the coordination of services benefiting these children from whatever source, including Tribes, the State in which the child resides and entities of

such State, the Indian Health Service, other B.I.A. divisions and other Federal agencies. In developing such a plan, the Secretary shall consult with all interested and involved parties. Such a plan may not be based upon a blanket assumption or interpretation that denies Federal or Interior responsibility for any group or class of children or settings, but shall be based upon the needs of the children and the system best suited for meeting those needs, and may involve the establishment of service agreements between the B.I.A. and other entities.".

SEC. 202. STATE PLANS.

Section 613(a)(3) (20 U.S.C. 1413(a)(3)) is amended to read as follows:

"(3) describe, consistent with the purposes of this Act, a comprehensive system of personnel development that shall include—

"(A) a description of the procedures and activities the State will undertake to ensure an adequate supply of qualified special education and related services personnel, including—

"(i) the development and maintenance of a system for determining, on an annual basis—

"(I) the number and type of personnel, including leadership personnel, that are employed in the provision of special education and related services, by area of specialization, including the number of such personnel who are employed on an emergency, provisional, or other basis, who do not hold appropriate State certification or licensure; and

"(II) the number and type of personnel, including leadership personnel, needed, and a projection of the numbers of such personnel that will be needed in five years, based on projections of individuals to be served, retirement and other leaving of personnel from the field, and other relevant factors;

"(ii) the development and maintenance of a system for determining, on an annual basis, the institutions of higher education within the State that are preparing special education and related services personnel, including leadership personnel, by area of specialization, including—

"(I) the numbers of students enrolled in such programs, and

"(II) the number who graduated with certification or licensure, or with credentials to qualify for certification or licensure, during the past year; and

"(iii) the development, updating, and implementation of a plan that—

"(I) will address current and projected special education and related services personnel needs, including the need for leadership personnel; and

"(II) coordinates and facilitates efforts among State and local educational agencies, institutions

of higher education, and professional associations to recruit, prepare, and retain qualified personnel, including personnel from minority backgrounds, and personnel with disabilities; and

"(B) a description of the procedures and activities the State will undertake to ensure that all personnel necessary to carry out this part are appropriately and adequately prepared, including—

"(i) a system for the continuing education of regular and special education and related services personnel;

"(ii) procedures for acquiring and disseminating to teachers, administrators, and related services personnel significant knowledge derived from education research and other sources; and

"(iii) procedures for adopting, where appropriate, promising practices, materials, and technology.".

SEC. 203. EVALUATION.

Section 618 is amended to read as follows:

"EVALUATION AND PROGRAM INFORMATION

"SEC. 618. (a) The Secretary shall, directly or by grant, contract, or cooperative agreement, collect data and conduct studies, investigations, analyses, and evaluations—

"(1) to assess progress in the implementation of this Act;

"(2) to assess the impact and effectiveness of State and local efforts, and efforts by the Secretary of the Interior, to provide—

"(A) free appropriate public education to children and youth with disabilities; and

"(B) early intervention services to infants and toddlers with disabilities; and

"(3) to provide—

"(A) Congress with information relevant to policymaking; and

"(B) State, local, and Federal agencies, including the Department of the Interior, with information relevant to program management, administration, delivery, and effectiveness with respect to such education and early intervention services.

"(b)(1) In carrying out subsection (a), the Secretary, on at least an annual basis (except as provided in subparagraph (E)), shall obtain data concerning programs and projects assisted under this Act and under other Federal laws relating to infants, toddlers, children, and youth with disabilities, and such additional information, from State and local educational agencies, the Secretary of the Interior, and other appropriate sources, including designated lead agencies under part H (except that during fiscal year 1992 such entities may not under this subsection be required to provide data regarding traumatic brain injury or autism), including—

"(A) the number of infants, toddlers, children, and youth with disabilities in each State receiving a free appropriate public education or early intervention services—

"(i) in age groups 0–2 and 3–5, and

"(ii) in age groups 6–11, 12–17, and 18–21, by disability category;

"(B) the number of children and youth with disabilities in each State, by disability category, who—

(i) are participating in regular educational programs (consistent with the requirements of section 612(5)(B) and 614(a)(1)(C)(iv));

(ii) are in separate classes, separate schools or facilities, or public or private residential facilities; or

(iii) have been otherwise removed from the regular education environment;

"(C) the number of children and youth with disabilities exiting the educational system each year through program completion or otherwise, by disability category, for each year of age from age 14 through 21;

"(D) the number and type of personnel that are employed in the provision of—

"(i) special education and related services to children and youth with disabilities, by disability category served; and

"(ii) early intervention services to infants and toddlers with disabilities; and

"(E) at least every three years, using the data collection method the Secretary finds most appropriate, a description of the services expected to be needed, by disability category, for youth with disabilities in age groups 12–17 and 18–21 who have left the educational system.

"(2) Beginning with fiscal year 1993, the Secretary shall obtain and report data from the States under section 613(a)(3)(A), including data addressing current and projected special education and related services needs, and data on the number of personnel who are employed on an emergency, provisional, or other basis, who do not hold appropriate State certification or licensure, and other data for the purpose of meeting the requirements of this subsection pertaining to special education and related services personnel.

"(3) The Secretary shall provide, directly or by grant, contract, or cooperative agreement, technical assistance to State agencies providing the data described in paragraphs (1) and (2) to achieve accurate and comparable information.

"(c)(1) The Secretary shall make grants to, or enter into contracts or cooperative agreements with, State or local educational agencies, institutions of higher education, public agencies, and private nonprofit organizations, and, when necessary because of the unique nature of the study, private-for-profit organizations, for the purpose of conducting studies, analyses, syntheses, and investigations for improving program management, administration, delivery, and effectiveness necessary to provide full educational opportunities and early interventions for all children with disabilities from birth through age 21. Such studies and investigations shall gather information necessary for program and system improvements including—

"(A) developing effective, appropriate criteria and procedures to identify, evaluate, and serve infants, toddlers, children, and youth with disabilities from minority backgrounds for purposes of program eligibility, program planning, delivery of services, program placement, and parental involvement;

"(B) planning and developing effective early intervention services, special education, and related services to meet the complex and changing needs of infants, toddlers, children, and youth with disabilities;

"(C) developing and implementing a comprehensive system of personnel development needed to provide qualified personnel in sufficient number to deliver special education, related services, and early intervention services;

"(D) developing the capacity to implement practices having the potential to integrate children with disabilities, to the maximum extent appropriate, with children who are not disabled;

"(E) effectively allocating and using human and fiscal resources for providing early intervention, special education, and related services;

"(F) strengthening programs and services to improve the progress of children and youth with disabilities while in special education, and to effect a successful transition when such children and youth leave special education;

"(G) achieving interagency coordination to maximize resource utilization and continuity in services provided to infants, toddlers, children, and youth with disabilities;

"(H) strengthening parent-school communication and coordination to improve the effectiveness of planning and delivery of interventions and instruction, thereby enhancing development and educational progress; and

"(I) the identification of environmental, organizational, resource, and other conditions necessary for effective professional practice.

"(2)(A) The studies and investigations authorized under this subsection may be conducted through surveys, interviews, case studies, program implementation studies, secondary data analyses and syntheses, and other appropriate methodologies.

"(B) The studies and investigations conducted under this subsection shall address the information needs of State and local educational agencies for improving program management, administration, delivery, and effectiveness.

"(3) The Secretary shall develop and implement a process for the on-going identification of national program information needed for improving the management, administration, delivery, and effectiveness of programs and services provided under this Act. The process shall identify implementation issues, desired improvements, and information needed by State and local agencies to achieve such improvements, and shall be conducted in cooperation with State educational agencies that can ensure broad-based statewide input from each cooperating State. The Secretary shall publish for public comment in the Federal Register every 3 years a program information plan describing such information needs. Such program information plan shall be used to determine the priorities for, and activities carried out under, this subsection to produce, organize, and increase utilization of program information. Such program information plan shall be included in the annual report submitted under section 618 every 3 years.

"(4) In providing funds under this subsection, the Secretary shall require recipients to prepare their procedures, findings, and other

relevant information in a form that will maximize their dissemination and use, especially through dissemination networks and mechanisms authorized by this Act, and in a form for inclusion in the annual report to Congress authorized under subsection (g).

"(d)(1) The Secretary shall enter into cooperative agreements with State educational agencies and other State agencies to carry out studies to assess the impact and effectiveness of programs, policies, and procedures assisted under this Act.

"(2) The agreements referred to in paragraph (1) shall—

"(A) provide for the payment of not more than 60 percent of the total cost of studies conducted by a participating State agency to assess the impact and effectiveness of this Act; and

"(B) be developed in consultation with the State Advisory Panel established under section 613(a)(12), local educational agencies, and others involved in, or concerned with, the education of children and youth with disabilities and the provision of early intervention services to infants and toddlers with disabilities.

"(3) The Secretary shall provide technical assistance to participating State agencies in the implementation of the study design, analysis, and reporting procedures.

"(e)(1) The Secretary shall by grant, contract, or cooperative agreement, provide for special studies to assess progress in the implementation of this Act, and to assess the impact and effectiveness of State and local efforts and efforts by the Secretary of the Interior to provide free appropriate public education to children and youth with disabilities, and early intervention services to infants and toddlers with disabilities. Reports from such studies shall include recommendations for improving programs and services to such individuals. The Secretary shall, beginning in fiscal year 1993 and for every third year thereafter, submit to the appropriate committees of each House of the Congress and publish in the Federal Register proposed priorities for review and comment.

"(2) In selecting priorities for fiscal years 1991 through 1994, the Secretary may give first consideration to—

"(A) completing a longitudinal study of a sample of students with disabilities, examining—

"(i) the full range of disabling conditions;

"(ii) the educational progress of students with disabilities while in special education; and

"(iii) the occupational, educational, and independent living status of students with disabilities after graduating from secondary school or otherwise leaving special education.

"(B) conducting pursuant to this subsection a nationally representative study focusing on the types, number, and intensity of related services provided to children with disabilities by disability category.

"(C) conducting pursuant to this subsection a study that examines the degree of disparity among States with regard to the placement in various educational settings of children and youth with similar disabilities, especially those with mental retardation, and, to the extent that such disparity exists, the factors

that lead such children and youth to be educated in significantly different educational settings.

"(D) conducting pursuant to this subsection a study that examines the factors that have contributed to the decline in the number of children classified as mentally retarded since the implementation of this Act, and examines the current disparity among States in the percentage of children so classified.

"(E) conducting pursuant to this subsection a study that examines the extent to which out-of-community residential programs are used for children and youth who are seriously emotionally disturbed, the factors that influence the selection of such placements, the degree to which such individuals transition back to education programs in their communities, and the factors that facilitate or impede such transition.

"(F) conducting pursuant to this subsection a study that examines (i) the factors that influence the referral and placement decisions and types of placements, by disability category and English language proficiency, of minority children relative to other children, (ii) the extent to which these children are placed in regular education environments, (iii) the extent to which the parents of these children are involved in placement decisions and in the development and implementation of the individualized education program and the results of such participation, and (iv) the type of support provided to parents of these children that enable these parents to understand and participate in the educational process.

"(f) The Secretary shall make grants to, or enter into contracts or cooperative agreements with, State or local educational agencies, institutions of higher education, other public agencies, and private nonprofit organizations to support activities that organize, synthesize, interpret, and integrate information obtained under subsections (c) and (e) with relevant knowledge obtained from other sources. Such activities shall include the selection and design of content, formats, and means for communicating such information effectively to specific or general audiences, in order to promote the use of such information in improving program administration and management, and service delivery and effectiveness.

"(g)(1)(A) The Secretary is authorized to conduct activities, directly or by grant, contract, or cooperative agreement, to prepare an annual report on the progress being made toward the provision of—

"(i) a free appropriate public education to all children and youth with disabilities; and

"(ii) early intervention services for infants and toddlers with disabilities.

"(B) Not later than 120 days after the close of each fiscal year, the Secretary shall transmit a copy of the report authorized under subparagraph (A) to the appropriate committees of each House of Congress. The annual report shall be published and disseminated in sufficient quantities to the education and disability communities and to other interested parties.

"(2) The Secretary shall include in each annual report under paragraph (1)—

"(A) a compilation and analysis of data gathered under subsection (b) and under part H; and

"(B) a description of findings and determinations resulting from monitoring reviews of State implementation of this part.

"(3) In the annual report under paragraph (1) for fiscal year 1991 (which is published in 1992) and for every third year thereafter, the Secretary shall include in the annual report—

"(A) an index of all current projects funded under parts C through G; and

"(B) data reported under sections 622 and 634.

"(4) The Secretary shall include in each annual report under paragraph (1) the results of research and related activities conducted under part E that the Secretary determines are relevant to the effective implementation of this Act.

"(5) The Secretary shall, in consultation with the National Council on Disability and the Bureau of Indian Affairs Advisory Committee for Exceptional Children, include a description of the status of early intervention services for infants and toddlers with disabilities from birth through age 2, and special education and related services to children with disabilities from 3 through 5 years of age (including those receiving services through Head Start, developmental disabilities programs, crippled children's services, mental health/mental retardation agencies, and State child-development centers and private agencies under contract with local schools).

"(h) There are authorized to be appropriated $12,000,000 for fiscal year 1991 and such sums as may be necessary for fiscal years 1992 through 1994 to carry out the purposes of this section and not more than 30 percent may be used to carry out the purposes of subsection (e) of this section.".

TITLE III—CENTERS AND SERVICES TO MEET SPECIAL NEEDS OF HANDICAPPED INDIVIDUALS

SEC. 301. REGIONAL RESOURCE AND FEDERAL CENTERS.

(a) AMENDMENTS TO SUBSECTION (a).—Section 621(a) (20 U.S.C. 1421(a)) is amended—

(1) in the first sentence, by striking "regional resource centers." and inserting the following: "regional resource centers that focus on special education and related services and early intervention services.";

(2) in the second sentence—

(A) by striking "training to State" and inserting "training, as requested, to State"; and

(B) by inserting after "agencies providing" the following: "special education and related services and";

(3) in the third sentence, by striking "center" the second place such term appears and all that follows and inserting "center."; and

(4) in paragraph (3), by striking "relevant projects conducted by" and inserting "relevant programs and projects conducted under parts C through G and by".

(b) AMENDMENTS TO SUBSECTION (b).—Section 621(b) (20 U.S.C. 1421(b)) is amended by striking "shall consider" and inserting

"shall utilize criteria for setting criteria that are consistent with the needs identified by States within the region served by such center, consistent with requirements established by the Secretary under subsection (f), and, to the extent appropriate, consistent with requirements under section 610, and shall consider".

(c) AMENDMENTS TO SUBSECTION (d).—Section 621(d) (20 U.S.C. 1421(d)) is amended by inserting at the end thereof the following new sentence: "Such coordinating technical assistance center is authorized to—

"(1) provide information to, and training for, agencies, institutions, and organizations, regarding techniques and approaches for submitting applications for grants, contracts, and cooperative agreements under this part and parts D through G, and shall make such information available to the regional resource centers on request;

"(2) give priority to providing technical assistance concerning the education of children with disabilities from minority backgrounds;

"(3) exchange information with, and, where appropriate, cooperate with, other centers addressing the needs of children with disabilities from minority backgrounds; and

"(4) provide assistance to State educational agencies, through the regional resource centers, for the training of hearing officers.".

(d) NEW SUBSECTION.—Section 621 (20 U.S.C. 1421) is amended by adding at the end the following new subsection:

"(f)(1) The Secretary shall develop guidelines and criteria for the operation of Regional and Federal Resource Centers. In developing such criteria and guidelines, the Secretary shall establish a panel representing the Office of Special Education Programs staff, State special education directors, representatives of disability advocates, and, when appropriate, consult with the regional resource center directors.

"(2) Such guidelines and criteria shall include—

"(A) a description of how the Federal and Regional Resource Centers Program will be administered by the Secretary;

"(B) a description of the geographic region each Center is expected to serve;

"(C) a description of the role of a Center in terms of expected leadership and dissemination efforts;

"(D) a description of expected relationships with State agencies, research and demonstration centers, and with other entities deemed necessary;

"(E) a description of how a Center will be evaluated; and

"(F) other guidelines and criteria deemed necessary.

"(3) The Secretary shall publish in the Federal Register by July 1, 1991, for review and comment, proposed and (then following such review and comment) final guidelines developed by the panel.".

SEC. 302. SERVICES FOR DEAF-BLIND CHILDREN AND YOUTH.

(a) AMENDMENTS TO SUBSECTION (a).—Section 622(a) (20 U.S.C. 1422(a)) is amended—

(1) in paragraph (1)—

(A) in the matter preceding subparagraph (A), by inserting "local educational agencies, and designated lead agencies under part H" after "State educational agencies";

(B) in subparagraph (A) by—

(i) inserting "infants, toddlers," before "children and youth"; and

(ii) striking "special education and related services" and inserting in lieu thereof "special education, early intervention, and related services";

(C) in subparagraph (B), by amending such subparagraph to read as follows:

"(B) make available to deaf-blind youth (who are in the process of transitioning into adult services) programs, services, and supports to facilitate such transition, including assistance related to independent living and competitive employment.";

(2) by redesignating paragraphs (2) through (4) as paragraphs (3) through (5), respectively, and by inserting after paragraph (1) the following new paragraph:

"(2) For purposes of this section, the term 'deaf-blind', with respect to children and youth, means having auditory and visual impairments, the combination of which creates such severe communication and other developmental and learning needs that they cannot be appropriately educated in special education programs solely for children and youth with hearing impairments, visual impairments, or severe disabilities, without supplementary assistance to address their educational needs due to these dual, concurrent disabilities.";

(3) by amending paragraph (3) (as redesignated by paragraph (2) of this subsection) to read as follows:

"(3)(A) A grant, cooperative agreement, or contract may be made under paragraph (1)(A) only for programs providing—

"(i) technical assistance to agencies, institutions, or organizations providing educational or early intervention services to deaf-blind infants, toddlers, children, or youth;

"(ii) preservice or inservice training to paraprofessionals, professionals, or related services personnel preparing to serve, or serving, deaf-blind infants, toddlers, children, or youth;

"(iii) replication of successful innovative approaches to providing educational, early intervention, or related services to deaf-blind infants, toddlers, children, and youth;

"(iv) pilot projects that are designed to—

"(I) expand local educational agency capabilities by providing services to deaf-blind children and youth that supplement services already provided to children and youth through State and local resources; and

"(II) encourage eventual assumption of funding responsibility by State and local authorities;

"(v) the development, improvement, or demonstration of new or existing methods, approaches, or techniques that contribute to the adjustment and education of deaf-blind infants, toddlers, children, and youth; or

"(vi) facilitation of parental involvement in the education of their deaf-blind infants, toddlers, children, and youth.

"(B) The programs described in subparagraph (A) may include—

"(i) the diagnosis and educational evaluation of infants, toddlers, children, and youth who are likely to be diagnosed as deaf-blind;

"(ii) programs of adjustment, education, and orientation for deaf-blind infants, toddlers, children, and youth; and

"(iii) consultative, counseling, and training services for the families of deaf-blind infants, toddlers, children, and youth.";

(4) in paragraph (4) (as so redesignated)—

(A) in subparagraph (A), (i) by striking "organizations serving, or proposing to serve," and inserting the following: "organizations that are preparing deaf-blind adolescents for adult placements, or that are preparing to receive deaf-blind young adults into adult living and work environments, or that serve, or propose to serve,", and (ii) by striking "who have attained age twenty-two years"; and

(B) in subparagraph (C), by inserting "supervised," after "rehabilitative,";

(5) in paragraph (5) (as so redesignated), by amending such paragraph to read as follows:

"(5) In carrying out this subsection, the Secretary is authorized to enter into a number of grants or cooperative agreements to establish and support single and multi-State centers for the provision of technical assistance and pilot supplementary services, for the purposes of program development and expansion, for children and youth with deaf-blindness and their families.".

(b) AMENDMENTS TO SUBSECTION (c).—Section 622(c)(1) (20 U.S.C. 1422(c)(1)) is amended—

(1) in clause (A), by inserting "sex," after "severity,";

(2) in clause (C), by inserting before the period the following: "and the setting in which the services are provided"; and

(3)(A) by striking "and" at the end of clause (B);

(B) by striking the period at the end of clause (C) and inserting "; and"; and

(C) by adding at the end the following new clause: "(D) student outcomes, where appropriate.".

(c) AMENDMENTS TO SUBSECTION (d).—Section 622(d) (20 U.S.C. 1422(d)) is amended to read as follows:

"(d) The Secretary shall make a grant, or enter into a contract or cooperative agreement, for a national clearinghouse for children and youth with deaf-blindness—

"(1) to identify, coordinate, and disseminate information on deaf-blindness, emphasizing information concerning effective practices in working with deaf-blind infants, toddlers, children, and youth;

"(2) to interact with educators, professional groups, and parents to identify areas for programming, materials development, training, and expansion of specific services;

"(3) to maintain a computerized data base on local, regional, and national resources; and

"(4) to respond to information requests from professionals, parents, and members of the community.".

(d) AMENDMENTS TO SUBSECTION (e).—Section 622(e) (20 U.S.C. 1422(e)) is amended to read as follows:

"(e) In carrying out this section, the Secretary shall take into consideration the availability and quality of existing services for deaf-blind infants, toddlers, children, and youth in the country, and, to the extent practicable, ensure that all parts of the country have an opportunity to receive assistance under this section.";

(e) AMENDMENTS TO SUBSECTION (f).—Section 622(f) (20 U.S.C. 1422(f)) is amended by striking "with," and all that follows and inserting the following: "with organizations or public or nonprofit private agencies, as determined by the Secretary to be appropriate, to address the needs of children and youth with deaf-blindness, for—

"(1) research to identify and meet the full range of special needs of such children and youth; and

"(2) the development and demonstration of new, or improvements in existing methods, approaches, or techniques that would contribute to the adjustment and education of children and youth with deaf-blindness.".

SEC. 303. EARLY EDUCATION FOR HANDICAPPED CHILDREN.

(a) AMENDMENTS TO SUBSECTION (a).—Section 623(a)(1) (20 U.S.C. 1423(a)(1)) is amended—

(1) in the matter preceding subparagraph (A), in the first sentence, by striking "problems of such children." and inserting "needs of these children.";

(2) in subparagraph (A), by inserting "or other communication mode and" after "speech"; and

(3) in subparagraph (B), by inserting before "encourage" the following: "provide family education and include a parent or their representative of such child, as well as";

(4) in subparagraph (C), by striking "problems" and inserting "special needs";

(5) in subparagraph (D)—

(A) by inserting after "practices" the following: ", including interdisciplinary models and practices,"; and

(B) by inserting before the comma the following: "and to the parents of such children";

(6) in subparagraph (E), by inserting before the period the following: ", including the involvement of adult role models with disabilities at all levels of the program"; and

(7) by striking out "and" at the end of subparagraph (D), by striking out the period at the end of subparagraph (E) and inserting in lieu thereof a comma, and by adding after subparagraph (E) the following:

"(F) facilitate and improve the early identification of infants and toddlers with disabilities or those infants and toddlers at risk of having developmental disabilities,

"(G) facilitate the transition of infants with disabilities or infants at risk of having developmental delays, from medical care to early intervention services, and the transition from early intervention services to preschool special education or regular education services (especially where the lead agency for early intervention programs under part H is not the State educational agency),

"(H) promote the use of assistive technology devices and assistive technology services, where appropriate, to enhance the development of infants and toddlers with disabilities, and

"(I) increase the understanding of, and address, the early intervention and preschool needs of children exposed prenatally to maternal substance abuse.".

(b) AMENDMENTS TO SUBSECTION (b).—Section 623(b) (20 U.S.C. 1423(b)) is amended by adding at the end the following: "This technical assistance development system shall provide assistance to parents of and advocates for infants, toddlers, and children with disabilities, as well as direct service and administrative personnel involved with such children. Information from the system should be aggressively disseminated through established information networks and other mechanisms to ensure both an impact and benefits at the community level. The Secretary shall ensure that the technical assistance provided under this subsection includes assistance to part H State agencies on procedures for use by primary referral sources in referring a child to the appropriate agency within the system for evaluation, assessment, or service.".

(c) AMENDMENTS TO SUBSECTION (c).—Section 623(c) (20 U.S.C. 1423(c)) is amended by adding at the end the following: "Such institutes shall disseminate this information in the manner prescribed in section 610(g).".

(d) AMENDMENTS TO SUBSECTION (d).—Section 623(d) (20 U.S.C. 1423(d)) is amended by inserting before the period the following: ", including programs to integrate children with disabilities into regular preschool programs".

(e) AMENDMENTS TO SUBSECTION (f).—Section 623(f) (20 U.S.C. 1423(f)) is amended by inserting before the period the following: ", including infants and toddlers with disabilities".

(f) NEW SUBSECTION (g).—Section 623 (20 U.S.C. 1423) is amended by adding at the end the following:

"(g) The Secretary may make grants to, or enter into contracts or cooperative agreements with, institutions of higher education and nonprofit private organizations to synthesize the knowledge developed under this section and organize, integrate, and present such knowledge so it can be incorporated and imparted to parents, professionals, and others providing or preparing to provide preschool or early intervention services and to persons designing preschool or early intervention programs.".

SEC. 304. PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN.

(a) AMENDMENT TO SECTION HEADING.—The heading for section 624 (20 U.S.C. 1424) is amended to read as follows:

"PROGRAMS FOR CHILDREN WITH SEVERE DISABILITIES".

(b) AMENDMENTS TO SUBSECTION (a).—Section 624(a) (20 U.S.C. 1424(a)) is amended—

(1) in the matter preceding paragraph (1), by amending such matter to read as follows: "The Secretary may make grants to, or enter into contracts or cooperative agreements with, appropriate public agencies and nonprofit organizations to address the special education, related services, early intervention, and inte-

gration needs of infants, toddlers, children, and youth with severe disabilities through—";

(2) in paragraph (1), (A) by inserting after "special needs" the following: ", including transportation to and from school", and (B) by inserting "education, related services, and early intervention" after "special";

(3) in paragraph (3), (A) by inserting "special and regular education, related services, and early intervention" before "personnel", (B) by inserting "infants, toddlers," after "such", and (C) by striking "youth, and" and inserting the following: "youth, including training of regular teachers, instructors, and administrators in strategies (the goal of which is to serve infants, toddlers, children, and youth with disabilities) that include integrated settings for educating such children along side their nondisabled peers,";

(4) in paragraph (4), by striking "children and youth." and inserting the following: "children and youth by utilizing existing networks as prescribed in section 610(g) and"; and

(5) by adding at the end the following new paragraph:

"(5) statewide projects, in conjunction with the State's plan under part B, to improve the quality of special education and related services for children and youth with severe disabilities, and to change the delivery of those services from segregated to integrated environments.".

(b) NEW SUBSECTION.—Section 624 (20 U.S.C. 1424) is amended by redesignating subsections (b) and (c) as subsections (c) and (d), respectively, and by inserting after subsection (a) the following new subsection:

"(b) The Secretary is authorized to make grants to, or enter into contracts or cooperative agreements with, public or private nonprofit private agencies, institutions, or organizations for the development and operation of extended school year demonstration programs for infants, toddlers, children, and youth with severe disabilities.".

(c) FURTHER NEW SUBSECTION.—Section 624, as amended by subsection (b) of this section, is amended by adding at the end the following new subsection:

"(e) In awarding such grants and contracts under this section, the Secretary shall include a priority on programs that increase the likelihood that these children and youth will be educated with their nondisabled peers.".

SEC. 305. POSTSECONDARY EDUCATION.

(a) AMENDMENTS TO SUBSECTION (a).—Section 625(a) (20 U.S.C. 1424a(a)) is amended—

(1) in paragraph (1), by adding at the end the following new sentence: "Such model programs may include joint projects that coordinate with special education and transition services.";

(2) in paragraph (2)—

(A) in subparagraph (A), by striking "and" after the semicolon;

(B) in subparagraph (B), by striking the period at the end and inserting "; and"; and

(C) by adding at the end the following new subparagraph:

"(C) for outreach activities that include the provision of technical assistance to strengthen efforts in the development, operation, and design of model programs that are adapted to the special needs of individuals with disabilities."; and

(3) in paragraph (6), by striking "$2,000,000" and inserting "$4,000,000".

(b) AMENDMENTS TO SUBSECTION (b).—Section 625(b) (20 U.S.C. 1424a(b)) is amended to read as follows:

"(b) For purposes of subsection (a), the term 'individuals with disabilities' means individuals—

"(1) with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

"(2) who, by reason thereof, need special education and related services.".

SEC. 306. SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR YOUTH WITH DISABILITIES.

(a) AMENDMENTS TO SUBSECTION (a).—Section 626(a)(1) (20 U.S.C. 1425(a)(1)) is amended by inserting "independent and community living," after "continuing education,".

(b) AMENDMENTS TO SUBSECTION (b).—Section 626(b) (20 U.S.C. 1425(b)) is amended—

(1) in paragraph (2), by inserting "independent living," after "training,";

(2) in paragraph (8), by striking "handicapped youth" and all that follows and inserting the following: "some youth with disabilities remain to complete school programs while others drop out,";

(3) in paragraph (9), by striking "developing" and all that follows through "techniques" and inserting "developing curriculum and instructional techniques in special education and related services";

(4) in paragraph (10)—

(A) by inserting "or adapted" after "specially designed"; and

(B) by striking "to increase" and all that follows and inserting the following: "to facilitate the full participation of youths with disabilities in community programs."; and

(5) by striking "and" at the end of paragraph (9), by striking the period at the end of paragraph (10) and inserting in lieu thereof ", and", and by adding after paragraph (10) the following:

"(11) developing and disseminating exemplary programs and practices that meet the unique needs of students who utilize assistive technology devices and assistive technology services as such students make the transition to postsecondary education, vocational training, competitive employment (including supported employment), and continuing education or adult services.".

(c) AMENDMENTS TO SUBSECTION (d).—Section 626(d)(3) (20 U.S.C. 1425(d)(3)) is amended by striking "to the extent appropriate,".

(d) NEW SUBSECTION (e).—Section 626 (20 U.S.C. 1425) is amended by redesignating subsections (e) and (f) as subsections (f) and (g), respectively, and by inserting after subsection (d) the following new subsection:

"(e)(1) The Secretary shall make one-time, 5-year grants, on a competitive basis, to States in which the State vocational rehabilitation agency and State educational agency submit a joint application to develop, implement, and improve systems to provide transition services for youth with disabilities from age 14 through the age they exit school.

"(2) In the case of a State whose vocational rehabilitation agency does not participate regarding a joint application described in paragraph (1), the Secretary may make a grant under such paragraph to the State if a joint application for the grant is submitted by the State educational agency and one other State agency that provides transition services to individuals who are leaving programs under this Act.

"(3) States that receive grants shall use grant funds to:

"(A) Increase the availability, access, and quality of transition assistance through the development and improvement of policies, procedures, systems, and other mechanisms for youth with disabilities and their families as such youth prepare for and enter adult life.

"(B) Improve the ability of professionals, parents, and advocates to work with such youth in ways that promote the understanding of and the capability to successfully make the transition from 'student' to 'adult'.

"(C) Improve working relationships among education personnel, both within LEAs and in postsecondary training programs, relevant State agencies, the private sector (especially employers), rehabilitation personnel, local and State employment agencies, local Private Industry Councils (PICS) authorized by the Job Training Partnership Act (JTPA), and families of students with disabilities and their advocates to identify and achieve consensus on the general nature and specific application of transition services to meet the needs of youth with disabilities.

"(D) Create an incentive for accessing and using the expertise and resources of programs, projects, and activities related to transition funded through this section and with other sources.

"(4)(A) In order to receive funding under this subsection, a State vocational rehabilitation agency and State educational agency shall describe in their application how they will use the first year, if necessary, to plan how to implement transition services, the second through fourth years to develop and implement transition services, and the fifth year to evaluate transition services. The application shall describe how the grant funds will be used during the planning period and phased out during the evaluation period to ensure the continuation of transition services. Such applications shall also include—

"(i) a description of the current availability, access, and quality of transition services for eligible youth and a description of how, over 5 years, the State will improve and expand the availability, access, and quality of transition services for youth with

disabilities and their families as such youth prepare for and enter adult life;

"(ii) a description of how the State will improve and increase the ability of professionals, parents, and advocates to work with such youth in ways that promote the understanding of and the capability to successfully make the transition from 'student' to 'adult';

"(iii) a description of how the State will improve and increase working relationships among education personnel, both within LEAs and in postsecondary training programs, relevant State agencies, the private sector (especially employers), rehabilitation personnel, local and State employment agencies, local Private Industry Councils (PICS) authorized by the JTPA, and families of students with disabilities and their advocates to identify and achieve consensus on the general nature and specific application of transition services to meet the needs of youth with disabilities; and

"(iv) a description of how the State will use grant funds as an incentive for accessing and using the expertise and resources of programs, projects, and activities related to transition funded through this section and with other sources.

"(B) The Secretary shall give preference to those applications that, in addition to clearly addressing the requirements under subparagraph (A), describe how the State will—

"(i) target resources to school settings, such as providing access to rehabilitation counselors for students with disabilities who are in school settings;

"(ii) target a substantial amount of grant funds, received under this subsection, to case management, program evaluation and documentation of, and dissemination of information about, transition services;

"(iii) provide incentives for interagency and private sector resource pooling and otherwise investing in transition services, especially in the form of cooperative agreements, particularly with PICS authorized by the JTPA and local branches of State employment agencies;

"(iv) provide for early, ongoing information and training for those involved with or who could be involved with transition services—professionals, parents, youth with disabilities, including self-advocacy training for such youth, and advocates for such youth as well as PICS authorized by the JTPA and local branches of State employment agencies;

"(v) provide for the early and direct involvement of all relevant parties, including PICS authorized by the JTPA and local branches of State employment agencies, in operating and planning improvements in transition services, and the early and direct involvement of all relevant parties in planning and implementing transition services for individual youth;

"(vi) provide access to training for eligible youth that matches labor market needs in their communities;

"(vii) integrate transition services with relevant opportunities in communities, including those sponsored by PICS authorized by the JTPA and local employment agencies;

"(viii) use a transition services evaluation plan that is outcome oriented and that focuses on individual youth-focused benefits; and

"(ix) ensure that, when appropriate and no later than age 22, eligible youth who participate in transition services under this program would be served as appropriate in the State section 110 and/or title VI, part C program authorized under the Rehabilitation Act of 1973.".

(e) AMENDMENTS TO FORMER SUBSECTION (e).—Section 626(f), as redesignated by subsection (d) of this section, is amended—

(1)(A) by inserting "(1)" after the subsection designation; and

(B) by adding at the end of paragraph (1) (as so designated) the following new sentence: "Such organizations and institutions shall disseminate such materials and information as prescribed under section 610(g).";

(2) by adding after paragraph (1) (as so designated) the following new paragraph:

"(2) The Secretary shall fund one or more demonstration models designed to establish appropriate methods of providing, or continuing to provide, assistive technology devices and services to secondary school students as they make the transition to vocational rehabilitation, employment, postsecondary education, or adult services. Such demonstration models shall include, as appropriate—

"(A) cooperative agreements with the Rehabilitation Services Administration and/or State vocational rehabilitation agencies that ensure continuity of funding for assistive technology devices and services to such students; and

"(B) methods for dissemination of exemplary practices that can be adapted or adopted by transitional programs for secondary school students with disabilities."; and

(3) by adding at the end the following new paragraph:

"(3)(A) The Secretary shall award one, five-year cooperative agreement through a separate competition to an institution of higher education, or nonprofit public or private organization. The purpose of this agreement will be to evaluate and document the approaches and outcomes of the projects funded under subsection (e). The results of this agreement shall be disseminated through the appropriate clearinghouses, networks, and through direct communication with Federal, State, and local agencies.

"(B) The evaluation carried out pursuant to subparagraph (A) of transition services under subsection (e) shall include an evaluation of—

"(i) the outcomes of the transition services provided under such subsection, including the effect of the services regarding postsecondary education, job training, employment, and other appropriate matters;

"(ii) the impact of including in the individualized education program a statement of needed transition services (as required under section 602(a)(20)(D));

"(iii) the extent to which, in the provision of the transition services, agencies are cooperating effectively, including evaluation of the extent of coordination of the staff of the agencies, of procedures regarding confidentiality, assessment of needs, and referrals, and coordination regarding data bases and training;

"(iv) the extent to which obstacles exist regarding cooperation and coordination among agencies in the provision of the transition services, and the extent to which Federal law creates disincentives to such cooperation and coordination; and

"(v) the extent to which the transition services have been provided in a cost-effective manner.

"(C) The evaluation carried out pursuant to subparagraph (A) shall include recommendations on the manner in which the program under subsection (e) can be improved.

"(D) In the annual report required under section 618(g), the Secretary shall include a report of the activities and results associated with the agreement under subparagraph (A).".

(f) AMENDMENTS TO FORMER SUBSECTION (f)—Section 626(g), as redesignated by subsection (d) of this section, is amended by inserting before the period the following: ", the Job Training Partnership Act (JTPA), and the Carl D. Perkins Vocational and Applied Technology Education Act".

SEC. 307. PROGRAMS FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE.

Section 627 (20 U.S.C. 1426) is amended to read as follows:

"PROGRAMS FOR CHILDREN AND YOUTH WITH SERIOUS EMOTIONAL DISTURBANCE

"SEC. 627. (a) The Secretary is authorized to make grants to, or enter into contracts or cooperative agreements with, institutions of higher education, State and local educational agencies, and other appropriate public and private nonprofit institutions or agencies to establish projects for the purpose of improving special education and related services to children and youth with serious emotional disturbance. Such projects may include—

"(1) studies regarding the present state of special education and related services to such children and youth and their families, including information and data to enable assessments of the status of such services over time;

"(2) developing methodologies and curricula designed to improve special education and related services for these children and youth;

"(3) developing and demonstrating strategies and approaches to reduce the use of out-of-community residential programs and the increased use of school district-based programs (which may include day treatment programs, after-school programs, and summer programs);

"(4) developing the knowledge, skills, and strategies for effective collaboration among special education, regular education, related services, and other professionals and agencies; or

"(5) developing and demonstrating innovative approaches to assist and to prevent children with emotional and behavioral problems from developing serious emotional disturbances that require the provision of special education and related services.

"(b)(1) The Secretary is authorized to make grants, on a competitive basis, to local educational agencies in collaboration with mental health entities to provide services for children and youth

with serious emotional disturbance. Such demonstration projects shall—

"(A) increase the availability, access, and quality of community services for such children and youth and their families;

"(B) improve working relationships among education, school, and community mental health and other relevant personnel, families of such children and youth, and their advocates;

"(C) target resources to school settings, such as providing access to school and/or community mental health professionals and other community resources for students with serious emotional disturbance who are in community school settings; and

"(D) take into account the needs of minority children and youth in all phases of project activity.

"(2) Funds received under this subsection may also be used to facilitate interagency and private sector resource pooling to improve services for such children and youth and to provide information and training for those involved with, or who could be involved with, such children and youth.

"(c) Each project assisted under this section shall—

"(1) apply existing research outcomes from multi-disciplinary fields;

"(2) use a grant evaluation plan that is outcome-oriented and that focuses on the benefits to individual children and youth;

"(3) report on the effectiveness of such project; and

"(4) disseminate the findings of such project, where appropriate, in accordance with section 610(g).".

SEC. 308. AUTHORIZATION OF APPROPRIATIONS.

Section 628 (20 U.S.C. 1427) is amended to read as follows:

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 628. (a) There are authorized to be appropriated to carry out section 621 $8,525,000 for fiscal year 1991, $9,300,000 for fiscal year 1992, $10,140,000 for fiscal year 1993, and $11,052,000 for fiscal year 1994.

"(b) There are authorized to be appropriated to carry out section 622 $21,900,000 for fiscal year 1991, $24,100,000 for fiscal year 1992, $26,500,000 for fiscal year 1993, and $29,200,000 for fiscal year 1994.

"(c) There are authorized to be appropriated to carry out section 623 $31,400,000 for fiscal year 1991, $34,235,000 for fiscal year 1992, $37,325,000 for fiscal year 1993, and $40,705,000 for fiscal year 1994.

"(d) There are authorized to be appropriated to carry out section 624 $9,500,000 for fiscal year 1991, $10,500,000 for fiscal year 1992, $11,600,000 for fiscal year 1993, and $12,700,000 for fiscal year 1994.

"(e) There are authorized to be appropriated to carry out section 625 $9,470,000 for fiscal year 1991, $10,230,000 for fiscal year 1992, $11,050,000 for fiscal year 1993, and $11,930,000 for fiscal year 1994.

"(f) There are authorized to be appropriated to carry out section 626 (except subsection (e)) $9,800,000 for fiscal year 1991, $10,800,000 for fiscal year 1992, $11,900,000 for fiscal year 1993, and $13,050,000 for fiscal year 1994.

"(g) There are authorized to be appropriated to carry out section 626(e) $27,500,000 for fiscal year 1991, $30,250,000 for fiscal year

1992, $33,275,000 for fiscal year 1993, and $36,602,000 for fiscal year 1994.

"(h) There are authorized to be appropriated to carry out section 627 $6,500,000 for fiscal year 1991, $8,000,000 for fiscal year 1992, $9,500,000 for fiscal year 1993, and $11,500,000 for fiscal year 1994.".

TITLE IV—TRAINING PERSONNEL FOR THE EDUCATION OF HANDICAPPED INDIVIDUALS

SEC. 401. GRANTS FOR PERSONNEL TRAINING.

(a) AMENDMENTS TO SUBSECTION (a)(1).—Section 631(a)(1) (20 U.S.C. 1431(a)(1)) is amended—

(1) in subsection (a)(1), by striking "special education and early intervention" and inserting "special education, related services, and early intervention";

(2) in subparagraph (A), by striking "adaptive physical education" and inserting "adapted physical education and instructional and assistive technology services";

(3) in subparagraphs (B) through (D), by amending such subparagraphs to read as follows:

"(B) related services to children and youth with disabilities in educational settings, and other settings,

"(C) special education and other careers in preschool and early intervention services for infants and toddlers with disabilities,

"(D) special education leadership, including supervision and administration (at the advanced graduate, doctoral, and post-doctoral levels), special education research, and special education personnel preparation (at the doctoral and post-doctoral levels), and".

(b) FURTHER AMENDMENTS TO SUBSECTION (a).—Section 631(a) (20 U.S.C. 1431(a)) is amended—

(1) in paragraph (2)(A), (A) by striking "for the personnel" and inserting "for special education, related services, early intervention, and other personnel", and (B) after "shortages" inserting ", including the need for personnel in the provision of special education to children of limited English proficiency";

(2) in paragraph (2)(B), by inserting before the period the following: ", and that include in their applications a detailed description of strategies that will be utilized to recruit and train members of minority groups and persons with disabilities";

(3) in paragraph (3), by adding at the end the following new sentence: "Such institutions shall give priority consideration in the selection of qualified recipients of fellowships and traineeships to individuals from disadvantaged backgrounds, including minorities and individuals with disabilities who are underrepresented in the teaching profession or in the specializations in which they are being trained."

(c) NEW PARAGRAPHS IN SUBSECTION (a).—Section 631(a) (20 U.S.C. 1431(a)) is amended by adding at the end the following new paragraphs:

"(5) In making grants under subsection (a)(1), the Secretary may determine that a portion of training supported through such grants shall be conducted on an interdisciplinary basis, and shall be designed to assist special educators in properly coordinating service provision with related services personnel. To the extent feasible, training programs funded under subsection (a)(1)(B) and (a)(1)(E) shall require practica to demonstrate the delivery of related services in an array of regular and special education and community settings.

"(6) Nothing in this subsection shall be construed to prevent regular education or special education personnel from benefiting or participating in training activities conducted under this subsection on a preservice or inservice basis.

"(7) The Secretary, in carrying out paragraph (1), shall make grants to Historically Black Colleges and Universities, and other institutions of higher education whose minority student enrollment is at least 25 percent.".

(d) AMENDMENTS TO SUBSECTION (b).—Section 631(b) (20 U.S.C. 1431(b)) is amended by striking "nonprofit agencies" and all that follows and inserting the following: "nonprofit agencies and organizations to develop and demonstrate effective ways for preservice training programs to prepare regular educators to work with children and youth with disabilities and their families; for training teachers to work in community and school settings with school students with disabilities and their families; for inservice and preservice training of personnel to work with infants, toddlers, children, and youth with disabilities and their families; for inservice and preservice training of personnel to work with minority infants, toddlers, children, and youth with disabilities and their families; for preservice and inservice training of special education and related services personnel in the use of assistive and instructional technology to benefit infants, toddlers, children, and youth with disabilities; and for the recruitment and retention of special education, related services, and early intervention personnel. Both preservice and inservice training shall include a component that addresses the coordination among all service providers, including regular educators.".

(e) AMENDMENT TO SUBSECTION (c).—

(1) Section 631(c)(2) (20 U.S.C. 1431(c)(2)) is amended—

(A) by amending subparagraph (A) to read as follows:

"(A) be governed by a board of directors of which a majority of the members are parents of infants, toddlers, children, and youth with disabilities, particularly minority parents, and that includes members who are professionals, especially minority professionals, in the field of special education, early intervention, and related services, and individuals with disabilities, or, if the nonprofit private organization does not have such a board, such organization shall have a membership that represents the interests of individuals with disabilities, and shall establish a special governing committee of which a majority of the members are parents of infants, toddlers, children, and

youth with disabilities, particularly parents of minority children, and which includes members who are professionals, especially minority professionals, in the field of special education, early intervention, and related services, to operate the training and information program under paragraph (1), and parent and professional membership of these boards or special governing committees shall be broadly representative of minority and other individuals and groups having an interest in special education, early intervention, and related services;";

(B) in subparagraph (B)—

(i) by striking "children" and inserting "infants, toddlers, children, and youth"; and

(ii) by striking "handicapping" and inserting "disabling"; and

(C) in subparagraph (C), by inserting before the period the following: ", and, for purposes of paragraph (1), network with clearinghouses, including those established under section 633 and other organizations and agencies, and network with other established national, State, and local parent groups representing the full range of parents of infants, toddlers, children, and youth with disabilities, especially parents of minority children".

(2) Section 631(c)(2) (20 U.S.C. 1431(c)(2)) is amended by adding after subparagraph (C) the following: "Nothing in subparagraph (A) shall be construed to authorize or permit the denial to any person of the due process of law required by the United States Constitution.".

(f) AMENDMENTS TO SUBSECTION (c)(4).—Section 631(c)(4) (20 U.S.C. 1431(c)(4)) is amended—

(1) by striking out "and" at the end of subparagraph (A);

(2) by striking the period at the end of subparagraph (B) and inserting a comma; and

(3) by adding at the end the following new subparagraphs:

"(C) serve parents of minority children with disabilities representative to the proportion of the minority population in the areas being served, and

"(D) be funded at a sufficient size, scope, and quality to ensure that the program is adequate to serve the parents in the area.".

(g) NEW PARAGRAPH IN SUBSECTION (c).—Section 631(c) (20 U.S.C. 1431(c)) is amended by adding at the end the following new paragraph:

"(9) After the establishment in each State of a parent training and information center, the Secretary shall provide for the establishment of 3 experimental centers to serve large numbers of parents of children with disabilities located in high density areas that do not have such centers and 2 such centers to serve large numbers of parents of children with disabilities located in rural areas.

"(10) Effective for fiscal year 1991 and every year thereafter, the Secretary shall obtain data concerning programs and centers assisted under this subsection on—

"(A) the number of parents provided information and training by disability category of their children,

"(B) the types and modes of information or training provided,

"(C) strategies used to reach and serve parents of minority infants, toddlers, children, and youth with disabilities,

"(D) the number of parents served as a result of activities described under subparagraph (C),

"(E) activities to network with other information clearinghouses and parent groups as required in subsection (c)(2)(C), and

"(F) the number of agencies and organizations consulted with at the national, State, regional, and local levels.

The Secretary shall include a summary of this information in the annual report to Congress as required in section 618(g).".

(h) FURTHER AMENDMENTS TO SUBSECTION (c).—Section 631(c) (20 U.S.C. 1431(c)) is amended—

(1) in paragraph (1), in the first and second sentences, by striking "parents of handicapped children" each place such term appears and inserting "parents of infants, toddlers, children, and youth with disabilities";

(2) in paragraph (5)—

(A) in subparagraph (E), by amending such subparagraph to read as follows:

"(E) obtain appropriate information about the range of options, programs, services, and resources available at the national, State, and local levels to assist infants, toddlers, children, and youth with disabilities and their families, and"; and

(B) in subparagraph (F), by striking "handicapped" and all that follows and inserting the following: "infants, toddlers, children, and youth with disabilities under this Act."; and

(3) in paragraph (7)—

(A) by striking "with appropriate agencies which" and inserting the following: "and network with appropriate national, State, regional, and local agencies and organizations, such as protection and advocacy agencies, that"; and

(B) by striking "handicapped children and youth" and inserting "infants, toddlers, children, and youth with disabilities and their families".

SEC. 402. GRANTS TO STATE EDUCATIONAL AGENCIES AND INSTITUTIONS FOR TRAINEESHIPS.

Section 632 (20 U.S.C. 1432) is amended—

(1) in subsection (c) by—

(A) inserting "special and regular education, related services and early intervention" after "prepare"; and

(B) by striking the period at the end thereof and inserting a comma and "and to assist the State in developing and maintaining such systems and conducting personnel recruitment and retention activities."; and

(2) by inserting at the end thereof the following new subsection:

"(d) The Secretary is authorized to provide directly or by grant, contract, or cooperative agreement, technical assistance to State educational agencies on matters pertaining to the effective implementation of section 613(a)(3).".

SEC. 403. CLEARINGHOUSES.

Section 633 (20 U.S.C. 1433) is amended to read as follows:

"CLEARINGHOUSES

"SEC. 633. (a) The Secretary is authorized to make grants to, or enter into contracts or cooperative agreements with, public agencies or private nonprofit organizations or institutions for the establishment of three national clearinghouses: on children and youth with disabilities; on postsecondary education for individuals with disabilities; and on careers in special education, to—

"(1) collect, develop, and disseminate information,

"(2) provide technical assistance,

"(3) conduct coordinated outreach activities,

"(4) provide for the coordination and networking with other relevant national, State, and local organizations and information and referral resources,

"(5) respond to individuals and organizations seeking information, and

"(6) provide for the synthesis of information for its effective utilization by parents, professionals, individuals with disabilities, and other interested parties.

"(b) The national clearinghouse for children and youth with disabilities shall:

"(1) Collect and disseminate information (including the development of materials) on characteristics of infants, toddlers, children, and youth with disabilities and on programs, legislation, and services relating to their education under this Act and other Federal laws.

"(2) Participate in programs and services related to disability issues for providing outreach, technical assistance, collection, and dissemination of information; and promoting networking of individuals with appropriate national, State, and local agencies and organizations.

"(3) Establish a coordinated network and conduct outreach activities with relevant Federal, State, and local organizations and other sources for promoting public awareness of disability issues and the availability of information, programs, and services.

"(4) Collect, disseminate, and develop information on current and future national, Federal, regional, and State needs for providing information to parents, professionals, individuals with disabilities, and other interested parties relating to the education and related services of individuals with disabilities.

"(5) Provide technical assistance to national, Federal, regional, State and local agencies and organizations seeking to establish information and referral services for individuals with disabilities and their families.

"(6) In carrying out the activities in this subsection, the clearinghouse will include strategies to disseminate information to underrepresented groups such as those with limited English proficiency.

"(c) The national clearinghouse on postsecondary education for individuals with disabilities shall:

"(1) Collect and disseminate information nationally on characteristics of individuals entering and participating in education and training programs after high school; legislation affect-

ing such individuals and such programs; policies, procedures, and support services, as well as adaptations, and other resources available or recommended to facilitate the education of individuals with disabilities; available programs and services that include, or can be adapted to include, individuals with disabilities; and sources of financial aid for the education and training of individuals with disabilities.

"(2) Identify areas of need for additional information.

"(3) Develop new materials (in both print and nonprint form), especially by synthesizing information from a variety of fields affecting disability issues and the education, rehabilitation, and retraining of individuals with disabilities.

"(4) Develop a coordinated network of professionals, related organizations and associations, mass media, other clearinghouses, and governmental agencies at the Federal, regional, State, and local level for the purposes of disseminating information and promoting awareness of issues relevant to the education of individuals with disabilities after high school and referring individuals who request information to local resources.

"(5) Respond to requests from individuals with disabilities, their parents, and professionals who work with them, for information that will enable them to make appropriate decisions about postsecondary education and training.

"(d) The national clearinghouse designed to encourage students to seek careers and professional personnel to seek employment in the various fields relating to the education of children and youth with disabilities shall:

"(1) Collect and disseminate information on current and future national, regional, and State needs for special education and related services personnel.

"(2) Disseminate information to high school counselors and others concerning current career opportunities in special education, location of programs, and various forms of financial assistance (such as scholarships, stipends, and allowances).

"(3) Identify training programs available around the country.

"(4) Establish a network among local and State educational agencies and institutions of higher education concerning the supply of graduates and available openings.

"(5) Provide technical assistance to institutions seeking to meet State and professionally recognized standards.

"(e)(1) In awarding grants, contracts, and cooperative agreements under this section, the Secretary shall give priority consideration to any applicant with demonstrated, proven effectiveness (at the national level) in performing the functions established in this section; and with the ability to conduct such projects, communicate with intended consumers of information, and maintain the necessary communication with national, regional, State, and local agencies and organizations.

"(2) In awarding grants, contracts, and cooperative agreements under this section, the Secretary shall give priority consideration to any applicant with demonstrated, proven effectiveness (at the national level) in providing informational services to minorities and minority organizations.

"(f)(1) Beginning in fiscal year 1991, and for each year thereafter, the Secretary shall obtain information on each project assisted under this section, including—

"(A) the number of individuals served by disability category, as appropriate, including parents, professionals, students, and individuals with disabilities;

"(B) a description of responses utilized;

"(C) a listing of new products developed and disseminated; and

"(D) a description of strategies and activities utilized for outreach to urban and rural areas with populations of minorities and underrepresented groups.

"(2) A summary of the data required by this subsection shall be included in the annual report to Congress required under section 618.".

SEC. 404. REPORTS TO SECRETARY.

Section 634(a) (20 U.S.C. 1434(a)) is amended—

(1) in paragraph (1), by striking "and" at the end;

(2) in paragraph (2), by striking the period and inserting "; and"; and

(3) by adding at the end the following new paragraph:

"(3) information described in section 631(c)(9) and section 633(f)(1), as applicable.".

SEC. 405. AUTHORIZATION OF APPROPRIATIONS.

Section 635(a) (20 U.S.C. 1435(a)) is amended to read as follows:

"(a)(1) There are authorized to be appropriated to carry out this part (other than sections 631(a)(6), 631(c), and 633) $94,725,000 for fiscal year 1991, $103,255,000 for fiscal year 1992, $113,580,000 for fiscal year 1993, and $123,760,000 for fiscal year 1994.

"(2) There are authorized to be appropriated to carry out section 631(a)(6) $19,250,000 for fiscal year 1991, $21,175,000 for fiscal year 1992, $23,292,500 for fiscal year 1993, and $25,621,750 for fiscal year 1994.

"(3) There are authorized to be appropriated to carry out section 631(c) $11,000,000 for fiscal year 1991, $12,100,000 for fiscal year 1992, $13,300,000 for fiscal year 1993, and $14,600,000 for fiscal year 1994.

"(4) There are authorized to be appropriated to carry out section 633 $2,900,000 for fiscal year 1991, $2,465,000 for fiscal year 1992, $2,710,000 for fiscal year 1993, and $2,960,000 for fiscal year 1994.".

TITLE V—RESEARCH IN EDUCATION OF INDIVIDUALS WITH DISABILITIES

SEC. 501. RESEARCH AND DEMONSTRATION PROJECTS IN EDUCATION OF CHILDREN WITH DISABILITIES.

Section 641 (20 U.S.C. 1441) is amended to read as follows:

"RESEARCH AND RELATED ACTIVITIES

"SEC. 641. (a) The Secretary may make grants to, or enter into contracts or cooperative agreements with, State and local educational agencies, institutions of higher education, other public agencies and

nonprofit private organizations for the purpose of advancing and improving the knowledge base and improving the practice of professionals, parents, and others providing early intervention, special education, and related services, including professionals who work with children and youth with disabilities in regular education environments, to provide such children effective instruction and enable them to successfully learn. The activities supported under this section shall support innovation, development, exchange, and use of such advancements in knowledge and practice designed to contribute to the improvement of instruction and learning of infants, toddlers, children, and youth with disabilities. In carrying out this section, the Secretary may support a wide range of research and related activities designed to—

"(1) advance knowledge regarding the provision of instruction and other interventions to infants, toddlers, children, and youth with disabilities including—

"(A) the organization, synthesis, and interpretation of current knowledge and the identification of knowledge gaps;

"(B) the identification of knowledge and skill competencies needed by personnel providing special education, related services, and early intervention services;

"(C) the improvement of knowledge regarding the developmental and learning characteristics of infants, toddlers, children, and youth with disabilities in order to improve the design and effectiveness of interventions and instruction;

"(D) the evaluation of approaches and interventions;

"(E) the development of instructional strategies, techniques, and activities;

"(F) the improvement of curricula and instructional tools such as textbooks, media, materials, and technology;

"(G) the development of assessment techniques, instruments (including tests, inventories, and scales), and strategies for measurement of progress and the identification, location, and evaluation of infants, toddlers, children, and youth with disabilities for the purpose of determining eligibility, program planning, and placement for special education, related services, and early intervention services. Particular attention should be given to the development of alternative assessment procedures and processes for minority individuals and those with limited English proficiency;

"(H) the testing of research findings in practice settings to determine the application, usability, effectiveness, and generalizability of such research findings;

"(I) the improvement of knowledge regarding families, minorities, limited English proficiency, and disabling conditions; and

"(J) the identification of environmental, organizational, resource, and other conditions necessary for effective professional practice; and

"(2) advance the use of knowledge by personnel providing special education, related services, and early intervention services including—

"(A) the improvement of knowledge regarding how such individuals learn new knowledge and skills, and strategies for effectively facilitating such learning in preservice, inservice, and continuing education;

"(B) the organization, integration, and presentation of knowledge so that such knowledge can be incorporated and imparted in personnel preparation, continuing education programs, and other relevant training and communication vehicles; and

"(C) the expansion and improvement of networks that exchange knowledge and practice information.

"(b) In carrying out subsection (a), the Secretary shall consider the special education, related services, or early intervention and research experience of applicants.

"(c) The Secretary shall publish proposed priorities under this part in the Federal Register not later than 12 months preceding the fiscal year for which they are being announced, and shall allow a period of 60 days for public comments and suggestions. The Secretary shall, after analyzing and considering the public comments, publish final priorities in the Federal Register not later than 90 days after the close of the comment period.

"(d) The Secretary shall provide an index (including the title of each project and the name and address of the funded organization) of all projects conducted under this part in the prior fiscal year in the annual report described under section 618.

"(e) The Secretary shall—

"(1) coordinate the priorities established under subsection (b) with research priorities established by the National Institute for Disability and Rehabilitation Research and other appropriate agencies conducting research pertaining to the education of individuals with disabilities; and

"(2) provide information concerning priorities established under subsection (b) to the National Council on Disability and to the Bureau of Indian Affairs Advisory Committee for Exceptional Children.

"(f)(1) The Secretary shall make grants or enter into contracts or cooperative agreements for the establishment of a center or centers designed to organize, synthesize, and disseminate current knowledge relating to children with attention deficit disorder with respect to the following:

"(A) Assessment techniques, instruments, and strategies used for identification, location, evaluation and for measurement of progress.

"(B) Knowledge and skill competencies needed by professionals providing special and regular education and related services.

"(C) Environmental, organizational, resource, and other conditions necessary for effective professional practice.

"(D) Developmental and learning characteristics.

"(E) Instructional strategies, techniques, and activities.

"(F) Curricula and instructional tools such as textbooks, media, materials, and technology.

"(G) Strategies, techniques, and activities related to involvement of families.

"(2) In awarding grants, contracts, and cooperative agreements under paragraph (1), the Secretary shall give priority consideration to applicants with—

"(A) demonstrated knowledge concerning the disorder;

"(B) proven effectiveness in performing the functions established in this subsection; and

"(C) the ability to—

"(i) conduct such projects;

"(ii) communicate with intended consumers of information; and

"(iii) maintain the necessary communication with national, regional, State, and local agencies.

"(g)(1) The Secretary shall make grants, or enter into contracts or cooperative agreements, for the establishment of model demonstration programs, of which some will be school-based models, that provide the services of an ombudsman to assist in resolving problems that are barriers to appropriate educational, related services, or other services for children and youth with disabilities.

"(2) Programs under paragraph (1) shall provide or identify personnel to assist children and youth with disabilities, their parents or guardians, special and regular education teachers, State and local education administrators, and related services personnel to resolve problems in a timely manner through dispute mediation and other methods, notwithstanding due process procedures, in order to further the delivery of appropriate education and related services. Participation in this program does not preclude or delay due process under part B of this Act.

"(3) Ombudsman services for programs under paragraph (1) shall be provided by social workers, parent advocates, psychologists, and persons with similar qualifications designated by the Secretary.".

SEC. 502. RESEARCH AND DEMONSTRATION PROJECTS IN PHYSICAL EDUCATION AND RECREATION FOR CHILDREN WITH DISABILITIES.

Section 642 (20 U.S.C. 1442) is amended by striking "recreation for handicapped children" each place such term appears and inserting "recreation for children with disabilities, including therapeutic recreation".

SEC. 503. PANELS OF EXPERTS.

Part E (20 U.S.C. 1441 et seq.) is amended by striking section 643 and by redesignating section 644 as section 643.

SEC. 504. AUTHORIZATION OF APPROPRIATIONS.

Section 643, as redesignated by section 503 of this Act, is amended to read as follows:

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 643. For purposes of carrying out this part, there are authorized to be appropriated $21,100,000 for fiscal year 1990, $24,650,000 for fiscal year 1991, $27,400,000 for fiscal year 1992, $30,200,000 for fiscal year 1993, and $33,200,000 for fiscal year 1994.".

TITLE VI—INSTRUCTIONAL MEDIA FOR INDIVIDUALS WITH DISABILITIES

SEC. 601. PURPOSES.

Section 651 (20 U.S.C. 1451) is amended—

(1) by striking the subsection designation;

(2) in paragraph (1)—

(A) by inserting "and hard of hearing" after "deaf" each place it appears;

(B) in subparagraph (A), by inserting "and television programs" after "those films"; and

(C) in subparagraph (B), by inserting " and television programs" after "these films";

(2) in paragraph (2), by striking "and" after the semicolon at the end of subparagraph (B), by striking out the period at the end of subparagraph (C) and inserting in lieu thereof "; and", and by adding at the end the following new subparagraph:

"(D) utilizing educational media to help eliminate illiteracy among individuals with disabilities;"; and

(3) by striking the period at the end of paragraph (2) and inserting "; and" and by adding at the end the following new paragraph:

"(3) the general welfare of visually impaired individuals by—

"(A) bringing to such individuals an understanding and appreciation of textbooks, films, television programs, video material, and other educational publications and materials that play such an important part in the general and cultural advancement of visually unimpaired individuals; and

"(B) ensuring access to television programming and other video materials.".

SEC. 602. CAPTIONED FILMS AND EDUCATIONAL MEDIA FOR INDIVIDUALS WITH DISABILITIES.

Section 652 (20 U.S.C. 1452) is amended—

(1) in the heading for such section, by inserting ", TELEVISION, DESCRIPTIVE VIDEO," after "FILMS";

(2) in subsection (a), by inserting ", descriptive video," after "captioned films";

(3) in subsection (b)—

(A) in paragraph (3), by striking "captioning of films" and inserting "captioning for deaf and hard of hearing individuals and video description for the visually impaired, of films, television programs, and video materials"; and

(B) in paragraph (4)—

(i) by striking "captioned films" and inserting "captioned and video-described films, video materials,"; and

(ii) inserting "or entities" after "agencies";

(C) in paragraph (8), by inserting "and hard of hearing" after "deaf";

(4) in subsection (c), by—

(A) inserting "and other appropriate non-profit organizations" after "Inc."; and

(B) striking "theatrical" and inserting "cultural";

(5) in subsection (c)(1), by inserting "and hard of hearing" after "deaf";

(6) in subsection (c)(2), by inserting "and hard of hearing" after "deaf"; and

(7) in subsection (c)(3), (A) by inserting "and hard of hearing" after "deaf", and (B) by inserting ", educational, and social" after "cultural".

(8) by adding at the end the following new subsection:

"(d)(1) The Secretary is authorized to make a grant or enter into a contract for the purpose of providing current, free textbooks and other educational publications and materials to blind and other print-handicapped students in elementary, secondary, postsecondary, and graduate schools and other institutions of higher education through the medium of transcribed tapes and cassettes.

"(2) For the purpose of this subsection, the term 'print-handicapped' refers to any individual who is blind or severely visually impaired, or who, by reason of a physical or perceptual disability, is unable to read printed material unassisted.".

SEC. 603. AUTHORIZATION OF APPROPRIATIONS.

Section 653 (20 U.S.C. 1454) is amended to read as follows:

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 653. For the purpose of carrying out section 652 there are authorized to be appropriated $20,010,000 for fiscal year 1991, $22,010,000 for fiscal year 1992, $24,200,000 for fiscal year 1993, and $26,600,000 for fiscal year 1994.

TITLE VII—TECHNOLOGY, EDUCATIONAL MEDIA, AND MATERIALS FOR INDIVIDUALS WITH DISABILITIES

SEC. 701. FINANCIAL ASSISTANCE.

Section 661 (20 U.S.C. 1461) is amended—

(1) in the matter preceding paragraph (1), in the first sentence, by striking "provision of early intervention" and inserting "provision of related services and early intervention services";

(2) in paragraph (1)—

(A) by inserting "assistive technology," after "technology,"; and

(B) by striking "more effectively" and inserting "most effectively, efficiently, and appropriately";

(3) in paragraphs (2) through (4), by striking "new technology," each place such term appears and inserting "technology, assistive technology,";

(4) in paragraph (4), by inserting before the period at the end the following: ", where appropriate, to entities described in section 610(g)";

(5)(A) by striking "and" at the end of paragraph (3);

(B) by striking the period at the end of paragraph (4) and inserting a comma; and

(C) by adding at the end the following:

"(5) increasing access to and use of assistive technology devices and assistive technology services in the education of infants, toddlers, children, and youth with disabilities, and other activities authorized under the Technology-Related Assistance for Individuals With Disabilities Act of 1988, as such Act relates to the education of students with disabilities, and

"(6) examining how these purposes can address the problem of illiteracy among individuals with disabilities."; and

(6) by inserting "(a)" after the section designation and by adding at the end the following new subsection:

"(b)(1) With respect to new technology, media, and materials utilized with funds under this part to improve the education of students with disabilities, the Secretary shall make efforts to ensure that such instructional materials are closed captioned.

"(2) The Secretary may not award a grant, contract, or cooperative agreement under paragraphs (1) through (4) of subsection (a) unless the applicant for such assistance agrees that activities carried out with the assistance will be coordinated, as appropriate, with the State entity receiving funds under title I of Public Law 100-407.".

SEC. 702. AUTHORIZATION OF APPROPRIATIONS.

Section 662 (20 U.S.C. 1462) is amended to read as follows:

"AUTHORIZATION OF APPROPRIATIONS

"SEC. 662. For the purpose of carrying out this part, there are authorized to be appropriated $11,900,000 for fiscal year 1991, $12,860,000 for fiscal year 1992, $13,890,000 for fiscal year 1993, and $15,000,000 for fiscal year 1994.".

TITLE VIII—INFANTS AND TODDLERS WITH DISABILITIES

SEC. 801. DEFINITIONS.

Section 672(2)(E) (20 U.S.C. 1472(2)(E)) is amended—

(1) by striking "and" after the comma at the end of clause (ix) and inserting "and" after the comma at the end of clause (x); and

(2) by adding at the end the following new clause:

"(xi) social work services,".

SEC. 802. REQUIREMENTS FOR STATEWIDE SYSTEM.

Section 676(b) (20 U.S.C. 1476(b)) is amended—

(1) in paragraph (6), by inserting before the comma the following: ", including the preparation and dissemination by the lead agency to all primary referral sources of information materials for parents on the availability of early intervention services, and procedures for determining the extent to which primary referral sources, especially hospitals and physicians, disseminate information on the availability of early intervention services as required under this paragraph to parents of infants with disabilities"; and

(2) in paragraph (8), by inserting before the comma the following: ", including training of primary referral sources respecting the basic components of early intervention services available in the State".

TITLE IX—TECHNICAL AMENDMENTS

SEC. 901. TERMINOLOGY AND TECHNICAL AMENDMENTS.

(a) REVISION IN SHORT TITLE.—

(1) Section 601(a) (20 U.S.C. 1400(a)) is amended by striking "This title" and all that follows and inserting in lieu thereof the following: "This title may be cited as the 'Individuals with Disabilities Education Act'.".

(2) The following Acts are each amended by striking "Education of the Handicapped Act" each place it occurs and inserting in lieu thereof "Individuals with Disabilities Education Act": Carl D. Perkins Vocational Education and Applied Technology Act; Comprehensive Alcohol Abuse, Drug Abuse, and Mental Health Amendments Act of 1988; Department of Education Organization Act; Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987; Education for All Handicapped Children Act of 1975; Education of the Deaf Act of 1986, Elementary and Secondary Education Act of 1965; Medicare Catastrophic Coverage Act of 1988; Omnibus Trade and Competitiveness Act of 1988; Rehabilitation, Comprehensive Services and Developmental Disabilities Amendments of 1978; and Technology-Related Assistance for Individuals With Disabilities Act of 1988.

(3) Any other Act and any regulation which refers to the Education of the Handicapped Act shall be considered to refer to the Individuals with Disabilities Education Act.

(b) TERMINOLOGY AMENDMENTS.—The Education for the Handicapped Act is amended in—

(1) section 601(b)(1) (20 U.S.C. 1400(b)(1)) by striking "handicapped children" and inserting "children with disabilities";

(2) section 601(b)(3) (20 U.S.C. 1400(b)(3)) by striking "handicapped children" and inserting "children with disabilities";

(3) section 601(b)(4) (20 U.S.C. 1400(b)(4)) by striking "handicapped children" and inserting "children with disabilities";

(4) section 601(b)(5) (20 U.S.C. 1400(b)(5)) by striking "handicapped children" and inserting "children with disabilities";

(5) section 601(b)(5) (20 U.S.C. 1400(b)(5)) by striking "handicaps" each place such term appears and inserting "disabilities";

(6) section 601(b)(7) (20 U.S.C. 1400(b)(7)) by striking "handicapped children" and inserting "children with disabilities";

(7) section 601(b)(8) (20 U.S.C. 1400(b)(8)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(8) section 601(b)(9) (20 U.S.C. 1400(b)(9)) by striking "handicapped children" and inserting "children with disabilities";

(9) section 601(c) (20 U.S.C. 1400(c)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(10) section 602(a)(1) (20 U.S.C. 1401(a)(1)) by striking "handicapped children" and inserting "children with disabilities";

(11) section 602(a)(13) (20 U.S.C. 1401(a)(13)) by striking "handicapped children" and inserting "children with disabilities";

(12) section 602(a)(15) (20 U.S.C. 1401(a)(15)) by striking "handicaps" each place such term appears and inserting "disabilities";

(13) section 602(a)(16) (20 U.S.C. 1401(a)(16)) by striking "handicapped child" and inserting "child with a disability";

(14) section 602(a)(17) (20 U.S.C. 1401(a)(17)) by striking "handicapped child" and inserting "child with a disability";

(15) section 602(a)(17) (20 U.S.C. 1401(a)(17)) by striking "handicapping" and inserting "disabling";

(16) section 602(a)(19) (20 U.S.C. 1401(a)(19)) by striking "handicapped child" and inserting "child with a disability";

(17) section 602(a)(19) (20 U.S.C. 1401(a)(19)) by striking "handicapped children" and inserting "children with disabilities";

(18) section 602(a)(22) (20 U.S.C. 1401(a)(22)) by striking "handicapped children" and inserting "children with disabilities";

(19) section 602(b) (20 U.S.C. 1401(b)) by striking "handicapped youth" and inserting "youth with a disability";

(20) section 602(b) (20 U.S.C. 1401(b)) by striking "handicapped child" and inserting "child with a disability";

(21) section 603(a) (20 U.S.C. 1402(a)) by striking "the handicapped" and inserting "individuals with disabilities";

(22) the section heading to section 606 (20 U.S.C. 1405) by striking "HANDICAPPED INDIVIDUALS" and inserting "INDIVIDUALS WITH DISABILITIES";

(23) section 606 (20 U.S.C. 1405) by striking "handicapped individuals" and inserting "individuals with disabilities";

(24) section 608(b) (20 U.S.C. 1407(b)) by striking "handicapped children" and inserting "children with disabilities";

(25) section 611(a)(1)(A) (20 U.S.C. 1411(a)(1)(A)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(26) section 611(a)(3) (20 U.S.C. 1411(a)(3)) by striking "handicapped children" and inserting "children with disabilities";

(27) section 611(a)(5)(A)(i) (20 U.S.C. 1411(a)(5)(A)(i)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(28) section 611(a)(5)(A)(ii) (20 U.S.C. 1411(a)(5)(A)(ii)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(29) section 611(a)(5)(A)(iii) (20 U.S.C. 1411(a)(5)(A)(iii)) by striking "handicapped children" and inserting "children with disabilities";

(30) section 611(c)(4)(B) (20 U.S.C. 1411(c)(4)(B)) by striking "handicapped children" and inserting "children with disabilities";

(31) section 611(d) (20 U.S.C. 1411(d)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(32) section 611(f) (20 U.S.C. 1411(f)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(33) section 612(1) (20 U.S.C. 1412(1)) by striking "handicapped children" and inserting "children with disabilities";

(34) section 612(2)(A) (20 U.S.C. 1412(2)(A)) by striking "handicapped children" and inserting "children with disabilities";

(35) section 612(2)(B) (20 U.S.C. 1412(2)(B)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(36) section 612(2)(C) (20 U.S.C. 1412(2)(C)) by striking "handicapped," and inserting "disabled,";

(37) section 612(2)(C) (20 U.S.C. 1412(2)(C)) by striking "handicap," and inserting "disability,";

(38) section 612(3) (20 U.S.C. 1412(3)) by striking "handicapped children," each place such term appears and inserting "children with disabilities,";

(39) section 612(3) (20 U.S.C. 1412(3)) by striking "handicaps" and inserting "disabilities";

(40) section 612(4) (20 U.S.C. 1412(4)) by striking "handicapped child," and inserting "child with a disability,";

(41) section 612(5) (20 U.S.C. 1412(5)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(42) section 612(5) (20 U.S.C. 1412(5)) by striking "handicapped," and inserting "disabled,";

(43) section 612(5) (20 U.S.C. 1412(5)) by striking "handicap" and inserting "disability";

(44) section 612(6) (20 U.S.C. 1412(6)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(45) section 612(7) (20 U.S.C. 1412(7)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(46) section 612(7) (20 U.S.C. 1412(7)) by striking "handicapped individuals" and inserting "individuals with disabilities";

(47) section 613(a)(2) (20 U.S.C. 1413(a)(2)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(48) section 613(a)(4)(A) (20 U.S.C. 1413(a)(4)(A)) by striking "handicapped children" and inserting "children with disabilities";

(49) section 613(a)(4)(B)(i) (20 U.S.C. 1413(a)(4)(B)(i)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(50) section 613(a)(9)(B) (20 U.S.C. 1413(a)(9)(B)) by striking "handicapped children" and inserting "children with disabilities";

(51) section 613(a)(11) (20 U.S.C. 1413(a)(11)) by striking "handicapped children" and inserting "children with disabilities";

(52) section 613(a)(12) (20 U.S.C. 1413(a)(12)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(53) section 613(a)(12) (20 U.S.C. 1413(a)(12)) by striking "handicapped individuals" and inserting "individuals with disabilities";

(54) section 613(a)(13)(A) (20 U.S.C. 1413(a)(13)(A)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(55) section 613(b) (20 U.S.C. 1413(b)) by striking "handicapped children" and inserting "children with disabilities";

(56) section 613(d)(1) (20 U.S.C. 1413(d)(1)) by striking "handicapped children" and inserting "children with disabilities";

(57) section 613(d)(2)(A) (20 U.S.C. 1413(d)(2)(A)) by striking "handicapped children" and inserting "children with disabilities";

(58) section 613(e) (20 U.S.C. 1413(e)) by striking "handicapped children" and inserting "children with disabilities";

(59) section 614(a)(1)(A) (20 U.S.C. 1414(a)(1)(A)) by striking "handicapped" and inserting "disabled";

(60) section 614(a)(1)(A) (20 U.S.C. 1414(a)(1)(A)) by striking "handicap" and inserting "disability";

(61) section 614(a)(1)(C) (20 U.S.C. 1414(a)(1)(C)) by striking "handicapped children" and inserting "children with disabilities";

(62) section 614(a)(1)(C)(ii) (20 U.S.C. 1414(a)(1)(C)(ii)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(63) section 614(a)(1)(C)(ii) (20 U.S.C. 1414(a)(1)(C)(ii)) by striking "handicaps" and inserting "disabilities";

(64) section 614(a)(2)(B) (20 U.S.C. 1414(a)(2)(B)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(65) section 614(a)(3) (20 U.S.C. 1414(a)(3)) by striking "handicapped children" and inserting "children with disabilities";

(66) section 614(a)(5) (20 U.S.C. 1414(a)(5)) by striking "handicapped child" and inserting "child with a disability";

(67) section 614(c)(1) (20 U.S.C. 1414(c)(1)) by striking "handicapped children" and inserting "children with disabilities";

(68) section 614(d) (20 U.S.C. 1414(d)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(69) section 614(e) (20 U.S.C. 1414(e)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(70) section 614(f) (20 U.S.C. 1414(f)) by striking "handicapped children" and inserting "children with disabilities";

(71) section 615(a) (20 U.S.C. 1515(a)) by striking "handicapped children" and inserting "children with disabilities";

(72) section 615(b)(1)(A) (20 U.S.C. 1415(b)(1)(A)) by striking "handicapped child" and inserting "child with a disability";

(73) section 615(d)(1) (20 U.S.C. 1415(d)(1)) by striking "handicapped children" and inserting "children with disabilities";

(74) section 615(e)(4)(B) (20 U.S.C. 1415(e)(4)(B)) by striking "handicapped child or youth" and inserting "child or youth with a disability";

(75) section 615(f) (20 U.S.C. 1415(f)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(76) section 616(a)(2)(B) (20 U.S.C. 1416(a)(2)(B)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(77) section 617(a)(1)(A) (20 U.S.C. 1417(a)(1)(A)) by striking "handicapped children" and inserting "children with disabilities";

(78) section 617(a)(1)(D) (20 U.S.C. 1417(a)(1)(D)) by striking "handicapped children" and inserting "children with disabilities";

(79) section 619(a)(1)(C) (20 U.S.C. 1419(a)(1)(C)) by striking "handicapped children" and inserting "children with disabilities";

(80) section 619(a)(2)(A)(i) (20 U.S.C. 1419(a)(2)(A)(i)) by striking "handicapped child" and inserting "child with a disability";

(81) section 619(a)(2)(A)(ii) (20 U.S.C. 1419(a)(2)(A)(ii)) by striking "handicapped children" and inserting "children with disabilities";

(82) section 619(a)(2)(A)(ii)(I) (20 U.S.C. 1419(a)(2)(A)(ii)(I)) by striking "handicapped child" and inserting "child with a disability";

(83) section 619(a)(2)(A)(ii)(II) (20 U.S.C. 14198(a)(2)(A)(ii)(II)) by striking "handicapped children" and inserting "children with disabilities";

(84) section 619(a)(2)(D) (20 U.S.C. 1419(a)(2)(D)) by striking "handicapped child" and inserting "child with a disability";

(85) section 619(a)(2)(F)(i) (20 U.S.C. 1419(a)(2)(F)(i)) by striking "handicapped child" each place such term appears and inserting "child with a disability";

(86) section 619(b)(1)(B) (20 U.S.C. 1419(b)(1)(B)) by striking "handicapped children" and inserting "children with disabilities";

(87) section 619(b)(3) (20 U.S.C. 1419(b)(3)) by striking "handicapped child" and inserting "child with a disability";

(88) section 619(c)(1)(A) (20 U.S.C. 1419(c)(1)(A)) by striking "handicapped children" and inserting "children with disabilities";

(89) section 619(c)(1)(B) (20 U.S.C. 1419(c)(1)(B)) by striking "handicapped children" and inserting "children with disabilities";

(90) section 619(c)(2)(A) (20 U.S.C. 1419(c)(2)(A)) by striking "handicapped children" and inserting "children with disabilities";

(91) section 619(c)(2)(B) (20 U.S.C. 1419(c)(2)(B)) by striking "handicapped children" and inserting "children with disabilities";

(92) section 619(c)(3)(A) (20 U.S.C. 1419(c)(3)(A)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(93) section 619(c)(3)(B) (20 U.S.C. 1419(c)(3)(B)) by striking "handicapped children" and inserting "children with disabilities";

(94) the heading to part C by striking "HANDICAPPED INDIVIDUALS" and inserting "INDIVIDUALS WITH DISABILITIES";

(95) section 621(a)(1) (20 U.S.C. 1421(a)(1)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(96) section 621(a)(1) (20 U.S.C. 1421(a)(1)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(97) section 621(a)(2) (20 U.S.C. 1421(a)(2)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(98) section 621(a)(2) (20 U.S.C. 1421(a)(2)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(99) section 621(a)(4) (20 U.S.C. 1421(a)(4)) by striking "handicapped infants, toddlers, children, and youth" and inserting "infants, toddlers, children, and youth with disabilities";

(100) the heading to section 623 (20 U.S.C. 1423) by striking "HANDICAPPED CHILDREN" and inserting "CHILDREN WITH DISABILITIES";

(101) section 623(a)(1) (20 U.S.C. 1423(a)(1)) by striking "handicapped children" and inserting "children with disabilities";

(102) section 623(a)(1)(D) (20 U.S.C. 1423(a)(1)(D)) by striking "handicapped children" and inserting "children with disabilities";

(103) section 623(b) (20 U.S.C. 1423(b)) by striking "handicapped children" and inserting "children with disabilities";

(104) section 623(c) (20 U.S.C. 1423(c)) by striking "handicapped children" and inserting "children with disabilities";

(105) section 623(d) (20 U.S.C. 1423(d)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(106) section 623(f) (20 U.S.C. 1423(f)) by striking "handicapped children" and inserting "children with disabilities";

(107) the heading to section 624 (20 U.S.C. 1424) by striking "SEVERELY HANDICAPPED CHILDREN" and inserting "CHILDREN WITH SEVERE DISABILITIES";

(108) section 624(a) (20 U.S.C. 1424(a)) by striking "severely handicapped children and youth" and inserting "children and youth with severe disabilities";

(109) section 624(a)(1) (20 U.S.C. 1424(a)(1)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(110) section 624(a)(2) (20 U.S.C. 1424(a)(2)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(111) section 625(a)(1) (20 U.S.C. 1425(a)(1)) by striking "handicapped individuals" and inserting "individuals with disabilities";

(112) section 625(a)(2) (20 U.S.C. 1425(a)(2)) by striking "handicapping" and inserting "disabling";

(113) section 625(a)(2)(A) (20 U.S.C. 1425(a)(2)(A)) by striking "handicapped individuals" and inserting "individuals with disabilities";

(114) section 625(a)(2)(B) (20 U.S.C. 1425(a)(2)(B)) by striking "handicapped individuals" and inserting "individuals with disabilities";

(115) section 625(a)(2)(B) (20 U.S.C. 1425(a)(2)(B)) by striking "nonhandicapped" and inserting "nondisabled";

(116) section 625(a)(3) (20 U.S.C. 1425(a)(3)) by striking "handicapped persons" and inserting "persons with disabilities";

(117) section 625(b) (20 U.S.C. 1425(b)) by striking "handicapped individuals" and inserting "individuals with disabilities";

(118) section 625(b) (20 U.S.C. 1425(b)) by striking "visually handicapped" and inserting "visually disabled";

(119) the heading to section 626 (20 U.S.C. 1426) by striking "HANDICAPPED CHILDREN AND YOUTH" and inserting "CHILDREN AND YOUTH WITH DISABILITIES";

(120) section 626(a)(1) (20 U.S.C. 1426(a)(1)) by striking "handicapped youth" and inserting "youth with disabilities";

(121) section 626(a)(3) (20 U.S.C. 1426(a)(3)) by striking "handicapped students" and inserting "students with disabilities";

(122) section 626(b) (20 U.S.C. 1426(b)) by striking "handicapped youth" each place such term appears and inserting "youth with disabilities";

(123) section 626(b) (20 U.S.C. 1426(b)) by striking "handicapping" each place such term appears and inserting "disabling";

(124) section 626(b)(9) (20 U.S.C. 1426(b)(9)) by striking "handicapped students' acquisition of the skills" and inserting "the acquisition of skills by students with disabilities";

(125) section 626(d)(2) (20 U.S.C. 1426(d)(2)) by striking "handicapped youth" and inserting "youth with disabilities";

(126) section 626(d)(3) (20 U.S.C. 1426(d)(3)) by striking "handicapped students" each place such term appears and inserting "students with disabilities";

(127) section 626(e) (20 U.S.C. 1426(e)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(128) the heading to part D by striking "HANDICAPPED INDIVIDUALS" and inserting "INDIVIDUALS WITH DISABILITIES";

(129) section 631(a)(1)(B) (20 U.S.C. 1431(a)(1)(B)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(130) section 631(b) (20 U.S.C. 1431(b)) by striking "handicapped children" and inserting "children with disabilities";

(131) section 631(c)(1) (20 U.S.C. 1431(c)(1)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(132) section 631(c)(2)(A) (20 U.S.C. 1431(c)(2)(A)) by striking "handicapped children" and inserting "children with disabilities";

(133) section 631(c)(2)(A) (20 U.S.C. 1431(c)(2)(A)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(134) section 631(c)(2)(A) (20 U.S.C. 1431(c)(2)(A)) by striking "handicapping" and inserting "disabling";

(135) section 631(c)(2)(B) (20 U.S.C. 1431(c)(2)(B)) by striking "handicapping" and inserting "disabling";

(136) section 631(c)(4)(B) (20 U.S.C. 1431(c)(4)(B)) by striking "handicapped children" and inserting "children with disabilities";

(137) section 631(c)(5)(A) (20 U.S.C. 1431(c)(5)(A)) by striking "handicapping" and inserting "disabling";

(138) section 631(c)(5)(B) (20 U.S.C. 1431(c)(5)(B)) by striking "handicapped children's educational programs" and inserting "educational programs of children with disabilities";

(139) section 631(c)(5)(D) (20 U.S.C. 1431(c)(5)(D)) by striking "handicapped child's individualized educational program" and inserting "the individualized educational program of a child with a disability";

(140) section 631(c)(5)(E) (20 U.S.C. 1431(c)(5)(E)) by striking "handicapped children" and inserting "children with disabilities";

(141) section 631(c)(5)(F) (20 U.S.C. 1431(c)(5)(F)) by striking "handicapped children" and inserting "children with disabilities";

(142) section 631(c)(7) (20 U.S.C. 1431(c)(7)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(143) section 632(c) (20 U.S.C. 1432(c)) by striking "handicapped infants, toddlers, children, and youth" and inserting "infants, toddlers, children, and youth with disabilities";

(144) section 633(c) (20 U.S.C. 1433(c)) by striking "handicapped children and youth" and inserting "children and youth with disabilities";

(145) the heading to section 643 (20 U.S.C. 1443) by striking "HANDICAPPED CHILDREN" and inserting "CHILDREN WITH DISABILITIES";

(146) section 643 (20 U.S.C. 1443) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(147) section 644(a)(1) (20 U.S.C. 1444(a)(1)) by striking "handicapped individuals" and inserting "individuals with disabilities";

(148) section 644(a)(2) (20 U.S.C. 1444(a)(2)) by striking "handicapped individuals" each place such term appears and inserting "individuals with disabilities";

(149) the heading to part F by striking "HANDICAPPED INDIVIDUALS" and inserting "INDIVIDUALS WITH DISABILITIES";

(150) section 651(a)(2) (20 U.S.C. 1451(a)(2)) by striking "handicapped individuals" each place such term appears and inserting "individuals with disabilities";

(151) section 652(a) (20 U.S.C. 1452(a)) by striking "handicapped individuals" each place such term appears and inserting "individuals with disabilities";

(152) section 652(b)(5) (20 U.S.C. 1452(b)(5)) by striking "handicapped individuals" each place such term appears and inserting "individuals with disabilities";

(153) the heading to part G by striking "HANDICAPPED INDIVIDUALS" and inserting "INDIVIDUALS WITH DISABILITIES";

(154) section 661 (20 U.S.C. 1461) by striking "handicapped students" each place such term appears and inserting "students with disabilities";

(155) section 661 (20 U.S.C. 1461) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(156) section 661 (20 U.S.C. 1461) by striking "handicapped individuals" each place such term appears and inserting "individuals with disabilities";

(157) the heading to part H by striking "HANDICAPPED INFANTS AND TODDLERS" and inserting "INFANTS AND TODDLERS WITH DISABILITIES";

(158) section 671(a) (20 U.S.C. 1471(a)) by striking "handicapped infants and toddlers" each place such term appears and inserting "infants and toddlers with disabilities";

(159) section 671(a)(3) (20 U.S.C. 1471(a)(3)) by striking "handicapped individuals" and inserting "individuals with disabilities";

(160) section 671(b)(1) (20 U.S.C. 1471(b)(1)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(161) section 671(b)(3) (20 U.S.C. 1471(b)(3)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(162) section 672(1) (20 U.S.C. 1472(1)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(163) section 672(2) (20 U.S.C. 1472(2)) by striking "a handicapped infant's or toddler's developmental needs" and inserting "the developmental needs of an infant or toddler with a disability";

(164) section 673 (20 U.S.C. 1473) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(165) section 675(d) (20 U.S.C. 1475(d)) by striking "handicapped children" and inserting "children with disabilities";

(166) section 676(a) (20 U.S.C. 1476(a)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(167) section 676(b)(2) (20 U.S.C. 1476(b)(2)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(168) section 676(b)(3) (20 U.S.C. 1476(b)(3)) by striking "handicapped infant and toddler" and inserting "infant and toddler with a disability";

(169) section 676(b)(3) (20 U.S.C. 1476(b)(3)) by striking "handicapped infant or toddler" and inserting "infant or toddler with a disability";

(170) section 676(b)(4) (20 U.S.C. 1476(b)(4)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(171) section 676(b)(6) (20 U.S.C. 1476(b)(6)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(172) section 676(b)(9)(D) (20 U.S.C. 1476(b)(9)(D)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(173) section 676(b)(14) (20 U.S.C. 1476(b)(14)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(174) section 677(a) (20 U.S.C. 1477(a)) by striking "handicapped infant or toddler" and inserting "infant or toddler with a disability";

(175) section 677(d)(2) (20 U.S.C. 1477(d)(2)) by striking "handicapped infant or toddler" and inserting "infant or toddler with a disability";

(176) section 677(d)(7) (20 U.S.C. 1477(d)(7)) by striking "handicapped toddler" and inserting "toddler with a disability";

(177) section 678(b)(5) (20 U.S.C. 1478(b)(5)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities";

(178) section 679 (20 U.S.C. 1479) by striking "handicapped infants and toddlers" each place such term appears and inserting "infants and toddlers with disabilities";

(179) section 680(4) (20 U.S.C. 1480(4)) by striking "handicapped infant or toddler" and inserting "infant or toddler with a disability";

(180) section 680(5) (20 U.S.C. 1480(5)) by striking "handicapped infant or toddler" each place such term appears and inserting "infant or toddler with a disability";

(181) section 681(b) (20 U.S.C. 1481(b)) by striking "handicapped infants and toddlers" and inserting "infants or toddlers with disabilities";

(182) section 682(e)(3) (20 U.S.C. 1482(e)(3)) by striking "handicapped infants and toddlers" and inserting "infants or toddlers with disabilities";

(183) section 683(2) (20 U.S.C. 1483(2)) by striking "handicapped children" each place such term appears and inserting "children with disabilities";

(184) section 683(2) (20 U.S.C. 1483(2)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities"; and

(185) section 684(b)(1) (20 U.S.C. 1484(b)(1)) by striking "handicapped infants and toddlers" and inserting "infants and toddlers with disabilities".

(c) TECHNICAL AMENDMENTS.—Section 612(3) (20 U.S.C. 1412(3)) is amended by inserting "category" after "disability".

(d) HEAD START ACT.—Section 640(d) of the Head Start Act (42 U.S.C. 9835(d)) is amended by—

(1) striking "handicapped children" and inserting "children with disabilities"; and

(2) striking "handicapping" and inserting "disabling".

(e) HIGHER EDUCATION ACT OF 1965.—Section 465(a)(2) of the Higher Education Act of 1965 (20 U.S.C. 1087ee(a)(2)) is amended by striking "handicapped children" each place such term appears and inserting "children with disabilities".

(f) IMPACT AID.—Public Law 81-874 (20 U.S.C. 258) is amended in—

(1) section 3(d)(2)(C), by striking "handicapped children" each place such term appears and inserting "children with disabilities"; and

(2) section 403(10), by striking "handicapped" and inserting "disabled".

(g) TEMPORARY CHILD CARE FOR HANDICAPPED CHILDREN AND CRISIS NURSERIES ACT OF 1986.—Section 205(d)(2) of the Temporary Child Care for Handicapped Children and Crisis Nurseries Act of 1986 (42 U.S.C. 5117c(d)(2)) is amended by striking "handicapped children" and inserting "children with disabilities".

TITLE X—GENERAL PROVISIONS

SEC. 1001. EFFECTIVE DATE.

The amendments made by this Act shall take effect October 1, 1990.

And the House agree to the same.

That the Senate recede from its disagreement to the amendment of the House to the title of the bill and agree to the same.

AUGUSTUS F. HAWKINS,
WILLIAM D. FORD,
M.R. OWENS,
MATTHEW G. MARTINEZ,
DONALD M. PAYNE,
JIM JONTZ,
BILL GOODLING,
STEVE BARTLETT,
CASS BALLENGER,
PETER SMITH,
Managers on the Part of the House.

EDWARD M. KENNEDY,
TOM HARKIN,
HOWARD M. METZENBAUM,
PAUL SIMON,
ORRIN HATCH,
DAVID DURENBERGER,
JAMES M. JEFFORDS,
Managers on the Part of the Senate.

JOINT EXPLANATORY STATEMENT OF THE COMMITTEE OF CONFERENCE

The managers on the part of the House and the Senate at the conference on the disagreeing votes of the two Houses on the amendments of the House to the bill (S. 1824) to reauthorize the Education of the Handicapped Act, and for other purposes, submit the following joint statement to the House and the Senate in explanation of the effect of the action agreed upon by the managers and recommended in the accompanying conference report:

The House amendment to the text of the bill struck out all of the Senate bill after the enacting clause and inserted a substitute text.

The Senate recedes from its disagreement to the amendment of the House with an amendment which is a substitute for the Senate bill and the House amendment. The differences between the Senate bill, the House amendment, and the substitute agreed to in conference are noted below, except for clerical corrections, conforming changes made necessary by agreements reached by the conferees, and minor drafting and clarifying changes.

PART B

TITLE

1. The Senate bill titles the Act the "Education of Individuals with Disabilities Act of 1989." The House amendment names the bill the "Education of the Handicapped Act Amendments of 1990." (See note 229 for new name for the entire Act.)

The Senate recedes.

DEFINITIONS

2. Sec. 602(a)(1) of the Act as amended by both the Senate bill and the House amendment adds a new category to the definition of handicapped children. The Senate uses the term, "head injuries" while the House uses the term, "traumatic brain injury."

The Senate recedes.

The conferees intend that children and youth with traumatic brain injuries receive a free and appropriate public education which emphasizes special education and related services designed to meet their unique needs.

The conferees incorporate by reference the explanation regarding this amendment set out in House Report 101-544 at pages 5-6.

Sec. 602(a)(1) of the Act as amended by the House amendment, includes "attention deficit disorder" under the handicapping condition "other health impairments".

The Senate bill contains no comparable provision.

The House recedes with an amendment requiring the Secretary to publish, within 30 days of enactment, a Notice of Inquiry for the

purpose of soliciting public comments regarding the appropriate components of an operational definition under the Education of the Handicapped Act for the term "attention deficit disorder." The Notice shall provide for a 120-day comment period for response to specific issues and for the transmittal of these comments to the appropriate committees of Congress. The conferees do not intend that any court or administrative hearing officer shall interpret the action of the conferees of rejecting the House provision or of including particular terminology in the Notice of Inquiry for the purpose of assisting it in interpreting the term "children with disabilities" under section 602 of the Education of the Handicapped Act.

The conferees recognize that as a matter of policy, the Office of Civil Rights of the Department of Education has determined that "attention deficit disorder" can be a handicapping condition under the regulations implementing section 504 of the Rehabilitation Act of 1973. OCR has also determined that such determination must be made on a case by case basis. Conferees strongly encourage the Assistant Secretary for Civil Rights to disseminate to educational agencies, parents, and other interested persons, through the issuance of policy interpretations or other means, OCR's current policies regarding ADD. The inclusion of section 102 in the legislation concerning the Notice of Inquiry should in no way be construed to affect OCR's current policies regarding ADD.

The Notice of Inquiry process, agreed to by the conferees, is intended to be a useful way to sort out conflicting positions and should provide Congress with the widest possible range of advice on the issue. It is the intent of the conferees that in both the Notice of Inquiry to be conducted by the Department of Education and in congressional consideration thereafter, no perspective on the issue of ADD should be excluded.

This amendment additionally requires the establishment of a center or centers (under section 641(f) of the Act) designed only to organize, synthesize, and disseminate current knowledge relating to children with this disorder. It is the managers' intention that funding should be given to applicants who have demonstrated knowledge of this disorder and proven effectiveness in performing the required functions.

3. Sec. 602(a)(16) of the Act as amended by the House amendment, clarifies the settings covered by special education.

The Senate bill contains no comparable provision.

The Senate recedes.

4. Sec. 602(a)(17) of the Act as amended by the House amendment clarifies that the term "recreation" includes "therapeutic recreation" and clarifies that the term "counseling" includes "rehabilitation counseling."

The Senate bill contains no comparable provision.

The Senate recedes.

Both the House and Senate committee reports of the EHA Amendments of 1986 included language clarifying the intent of Congress to include rehabilitation counseling as a related service. The conferees incorporate by reference the explanation regarding this amendment set out in House Report 101-544 at pages 7-8.

5. Sec. 602(a) of the Act as amended by the House amendment adds a new definition of "transition services."

The Senate bill contains no comparable provision.

The Senate recedes with an amendment clarifying that the listed activities are only examples of different types of post-school activities. The conferees incorporate by reference the explanation regarding this amendment set out in House Report 101-544 at pages 9 and 10.

6. 602(a)(20) of the Act as amended by the House amendment adds a statement on transition services to the required components of an individual education program for students no later than the age of 16, and where appropriate, beginning at the age of 14 or younger.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment providing for the reconvening of the IEP team where a participating agency, other than the educational agency, other than the educational agency, fails to provide transition services.

7. Sec. 602(a)(24)(A) of the Act as amended by the House amendment includes the Bureau of Indian Affairs and tribally-controlled schools in the definition of private, nonprofit agency or organization.

The Senate bill contains no comparable provision.

The Senate recedes.

STATE IMMUNITY

8. Sec. 604(a) of the Act as amended by the Senate bill uses the term "waiver."

Sec. 604(a) of the Act as amended by the House amendment uses the term "abrogatiion."

The Senate recedes.

ADMINISTRATIVE PROVISIONS

9. Part A of the Act as amended by both the Senate bill and the House amendment adds a new section 610.

The Senate bill titles this section "Administrative Provisions."

The House amendment uses "Administrative Provisions Applicable to Parts C Through G and Section 618."

The Senate recedes.

10. The House amendment [under section 610(a)] includes a general mandatory direction to the Secretary to create a program planning process and stipulates certain entities to be consulted in the process.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment clarifying that the Secretary shall maintain a process for developing a program plan.

11. The Senate bill [under section 610(a)] includes a requirement, where appropriate, that grantees demonstrate how they will address the needs of students from a "diversity of racial, ethnic, and linguistic backgrounds."

The House amendment contains no comparable provision.

The House recedes with an amendment to replace "diversity of racial, ethnic, and linguistic backgrounds" with "minority backgrounds."

12. The House amendment [under section 610(b)] requires independent evaluations of all programs under section 618 and Parts C through G.

The Senate bill contains no comparable provision.

The Senate recedes.

13. The amendment [under section 610(c)] requires inclusion of the program plans and evaluations required by this section in the annual reports to Congress.

The Senate bill contains no comparable provision.

The Senate recedes.

14. The House amendment [under section 610(d)] requires the development of effective information acquisition and dissemination procedures for programs and projects under Parts C through G, and studies under section 618.

The Senate bill contains comparable language elsewhere in its bill.

The Senate recedes.

15. The Senate bill [under section 610(b)] requires dissemination by all grant recipients and states the Secretary "may require" distribution to "appropriate networks that exchange practice and knowledge." The networks are named.

The House amendment authorizes [under section 610(d)] the Secretary, "where appropriate," to require grant recipients to conduct dissemination, but says the Secretary "shall require" the delivery of documents produced, as appropriate, to named networks, and "such other networks as the Secretary may determine to be appropriate."

The Senate recedes to the House and the House recedes to the Senate with an amendment clarifying that where appropriate all recipients are required to disseminate and deliver all documents they have produced.

16. The Senate bill [under section 610(c)] requires at least one site visit for every grant receiving $300,000 or more annually under Parts C through G of this Act.

The House amendment contains no comparable provision.

The House recedes.

17. The House amendment [under section 610(d)] makes the following changes to the current panels of experts provision: moves the provision to this section and repeals section 643; adds that panels be competent "by virtue of their training or experience;" adds persons from "related services;" deletes requirement for experience and expertise in the content areas and age levels addressed; and adds that the Secretary may use funds from section 618 for this activity.

The Senate bill contains no comparable provision.

The Senate recedes.

18. The House amendment [under section 610(g)] adds a new provision on "Goals for Minorities and Underserved Persons." The provision includes:

(a) findings [610(g)(1)].

(b) a statement of policy [610(g)(2)].

(c) a process for awarding grants, contracts, and cooperative agreements for activities under Parts C through G to certain entities having expertise in serving these groups [610(g)(2)(C)].

(d) a definition of the entities covered [610(g)(2)(C)(ii)].

(e) a requirement for outreach (by the Secretary) to those entities [610(g)(2)(D)].

(f) a reservation of 1% of the amount appropriated for Parts C through G for certain entities [610(g)(2)(D)(iii)].

(g) a requirement for an annual report to Congress on the implementation of these provisions [610(g)(4)].

(h) a definition of minority and underserved [610(g)(5)(i)].

The Senate bill contains no comparable provision.

The Senate recedes with an amendment:

(a) striking [610(g)(2)(C)] and [610(g)(5)(i)].

(b) requiring that the 1% reserved for outreach sunset at the end of the authorization, at which time the Congress will evaluate the need for continuation of this provision.

(c) substituting "underrepresented" for "underserved" throughout the bill.

SETTLEMENTS AND ALLOCATIONS

19. Sec. 611(f) of the Act as amended by the House amendment amends the current provisions on Indians by requalifying those entities which received grants prior to FY 1989, but which were then held ineligible for grants; and by requiring the B.I.A. to submit to Congress, by March 1, 1991, a report on the coordinated provision of services to all children residing on reservations.

The Senate bill contains no comparable provision.

The Senate recedes.

STATE PLANS

20. Sec. 613(a)(3) of the Act as amended by the Senate bill uses the term "describe" and sets out the requirements for the Comprehensive System for Personnel Development (CSPD).

Sec. 613(a)(3) of the House amendment uses the term "set forth," and includes a general description of the CSPD plan and its requirements.

The House recedes.

21. Sec. 613(a)(3) of the Act as amended by the Senate bill requires the State to determine levels of personnel, and uses the term "who do not hold appropriate State certification or licensure." With regards to five-year projections, it uses the term "retirement and other leaving of personnel from the field and other relevant factors."

Sec. 613(a)(3) of the Act as amended by the House amendment also requires the State to document the personnel figures, but does not include language on appropriate State certification. With regards to five-year projections, it requires documentation of the types of exemptions and uses the term "projected rates of personnel attrition and other factors."

The House recedes.

22. Sec. 613(a)(3) of the Act as amended by the Senate bill requires the provision of student information on an annual basis; uses the term "the numbers of students enrolled in such programs," including graduates "with credentials to qualify for certification or licensure, during the past year;" and requires the devel-

opment, updating, and implementation of the CSPD to meet current and projected needs.

Sec. 613(a)(3) of the Act as amended by the House amendment uses the term "number of personnel being trained," and requires a report on the "extent to which this meets or will meet State personnel needs."

The House recedes.

23. Sec. 613 (a)(3) of the Act as amended by the Senate bill adds a requirement for coordination with a number of entities to recruit, prepare, and retain qualified personnel, including personnel from diverse racial, ethnic, and linguistic backgrounds and personnel with disabilities.

Sec. 613(a)(3) of the Act as amended by the House amendment requires a description of State plans to recruit and retain qualified personnel to "overcome current and projected shortages," including those caused by lack of licensure or certification, and the extent of success.

The House recedes with an amendment to replace "diverse racial, ethnic, and linguistic backgrounds" with "minority backgrounds."

24. Sec. 613(a)(3) of the Act as amended by the Senate bill requires a description of procedures and activities to "ensure that all personnel necessary . . . are appropriately and adequately prepared;" specifically includes regular education personnel in the continuing education provision and the information dissemination provision.

Sec. 613(a)(3) of the Act as amended by the House amendment requires that "special education . . . personnel, including leadership personnel" be included in the continuing education provision and the dissemination of information provision. Also requires reports on success in meeting needs and on the extend of information dissemination.

The House recedes.

25. Sec. 613(a)(3) of the Act as amended by the Senate bill requires a procedure for adopting, where appropriate, "promising practices, materials and technology".

The House amendment contains no comparable provision.

The House recedes.

26. Sec. 613(a)(3) of the Act as amended by the House amendment requires the State to increase the supply of personnel from racial and ethnic minority groups and individuals with disabilities.

The Senate bill contains no comparable provision.

The House recedes (see note 23).

27. Sec. 613(a)(3) of the Act as amended by the House amendment gives a specific timeline for compliance with this provision.

The Senate bill contains no comparable provision.

The House recedes.

ADMINISTRATION

28. Sec. 617 of the Act as amended by the House amendment includes a provision relating to the acquisition of a computerized information managment system.

The Senate bill contains no comparble provision.

The House recedes.

EVALUATIONS

29. Sec. 618 of the Act as amended by the House amendment titles this section "EVALUATION AND PROGRAM INFORMATION."

The Senate bill contains no comparable provision.

The Senate bill recedes.

30. Sec. 618 of the Act as amended by the Senate bill deletes from current law the general authority for the Secretary to "conduct studies, investigations, and evaluations."

The House amendment contains no comparable provision.

The Senate recedes.

31. Sec. 618(a) of the Act as amended by the House amendment adds to current law the authority to do "analyses."

The Senate bill contains no comparable provision.

The Senate recedes.

32. Sec. 618(a)(3)(B) of the Act as amended by the House amendment adds the term "delivery" after "information on effectiveness."

The Senate bill contains no comparable provision.

The Senate recedes.

33(a). Sec. 618(b) of the Act as amended by the House amendment includes lead agencies "established" under Part H.

The House recedes.

33(b). Sec. 618(b) of the Act as amended by the House amendment states that for FY 1991 information may not be required "regarding traumatic brain injury and autism."

The Senate recedes.

34. Sec. 618(b)(1) of the Act as amended by the Senate bill deletes in current law (1) the requirement that the data collected be "as is necessary for the implementation of this Act", and (2) the annual collection of data on services for students exiting this system (see note 39).

The House recedes.

35. Sec. 618(b)(1) of the Act as amended by the Senate bill rewrites the current provision by applying the term "by disability category" to all clauses.

The House amendment contains no comparable provision.

The House recedes.

36. Sec. 618(b)(3) of the Act as amended by both the Senate bill and House amendment rewrites the current provision on numbers of students exiting the system. The Senate bill uses the term "age 14 through 21." The House amendment uses the term "14 and above" and requires a sampling of data for lower age levels.

The House recedes.

37. Sec. 618(b)(3) of the Act as amended by the Senate bill deletes in current law the provisions requiring data on expenditure levels and services needed for full implementation of the Act.

The House amendment contains no comparable provision.

The House recedes.

38. Sec. 618(b)(3) of the Act as amended by the House amendment adds a data requirement on the number of students who exit pre-

school programs under Part B and enter regular education programs at the first grade level.

The Senate bill contains no comparable provision.

The House recedes.

39. Sec. 618(b)(3) of the Act as amended by the Senate bill requires, at least every three years, a description of anticipated services for students who have left the educational system.

The House amendment contains no comparable provision.

The House recedes.

40. Sec. 618(b)(5) of the Act as amended by the Senate bill requires, by FY 1992, data on the number of personnel needed under the Comprehensive System of Personnel Development (CSPD), as well as other data.

Sec. 618(b)(5) of the Act as amended by the House amendment requires, by FY 1991, information on the implementation of the CSPD, but does not specify what information is to be included (see note 21).

The House recedes with an amendment changing the implementation date of this provision from FY 1992 to FY 1993.

41. Sec. 618(b)(5) of the Act as amended by the Senate bill requires the Secretary to provide technical assistance to State agencies which provide CSPD data.

The House amendment contains no comparable provision.

The House recedes.

42. Sec. 618(c) of the Act as amended by the Senate bill deletes the current provision on evaluation studies and places it on other provisions in Part E.

The House amendment contains no comparable provision.

The Senate recedes.

43. Sec. 618(c) of the Act as amended by the Senate bill titles this section "Program Management and Effectiveness."

Sec. 618(c) of the Act as amended by the House amendment titles this section "Implementation Inquiries."

The House recedes to the Senate and the Senate recedes to the House with an amendment deleting the title.

44. Sec. 618(c) of the Act as amended by the Senate bill permits general program management grants to private, for profit organizations if this study has a unique character. Grants would be made for studies and investigations.

Sec. 618(c) of the Act as amended by the House amendment does not specify the tax status of the organizations; expands on the list of eligible activities, including case studies, secondary data analyses, syntheses, and program implementation inquiries (see note 51).

The House recedes.

45. Sec. 618(c) of the Act as amended by the Senate bill includes projects to develop effective "racially, ethnically, and linguistically appropriate criteria and procedures."

Sec. 618(c) of the Act as amended by the House amendment has a more general provision for the development of criteria and procedures, with emphasis on those from minority backgrounds.

The House recedes with an amendment to replace the term "racially, ethnically, and linguistically" with "those from minority backgrounds."

46. Sec. 618(c) of the Act as amended by the House amendment includes projects on the relationships between placement procedures and the outcomes of placement decisions.

The Senate bill contains no comparable provision.

The House recedes.

47. Sec. 618(c) of the Act as amended-by the House amendment includes projects on planning and delivery of services at points of transition, expecially for youth.

The Senate bill contains no comparable provision.

The House recedes.

48. Sec. 618(c) of the Act as amended by the House amendment requires recipients to prepare their findings in a way which maximizes dissemination and use. Stipulates dissemination mode and report to Congress.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment that moves this provision to section 618(c)(4).

49. Sec. 618(c) of the Act as amended by the Senate bill includes a general project to develop and implement a Comprehensive Personnel Development System (CSPD)

Sec. 618(c) of the Act as amended by the House amendment gives authority to support improvements in such systems, to improve resource allocation and use, interagency coordination, continuity of services, and parent-school communication and collaboration.

The House recedes (see note 50).

50. Sec. 618(c) of the Act as amended by the Senate bill includes projects to: develop capacity to implement practices to integrate children with disabilities; effectively allocate and use human and fiscal resources; strengthen programs and services to improve progress in programs and in transition; achieve interagency coordination; strengthen parent-school communication and coordination; and improve professional practices.

The House amendment contains no comparable provision.

The House recedes.

51. Sec. 618(c) of the Act as amended by the Senate bill stipulates some of the methods for these studies and requires that the studies and investigations address information needs of State and local educational agencies.

The House amendment contains no comparable provision.

The House recedes.

52. Sec. 618(c) of the Act as amended by the Senate bill requires the development and implementation (in cooperation with State and local entities) of an on-going system for determining national program information needs and requires that a program information plan be published in the Federal Register every three years, and be included in the annual report to Congress.

Sec. 618(c) of the Act as amended by the House amendment requires that proposed funding priorities be published in the Federal Register every three years for review, and that comments be taken into consideration when priorities are set.

The House recedes.

53. Sec. 618(d)(1) of the Act as amended by the Senate bill moves the current provision on cooperative agreements with SEA's to Part E.

Sec. 618(d)(1) of the Act as amended by the House amendment retains the current provison and adds procedures and policies to the list of activities to be studied.

The Senate recedes.

SPECIAL STUDIES

54. Sec. 618(e) of the Act as amended by the House amendment requires that proposed priorities for special studies be submitted to Congress and published in the Federal Register.

The Senate bill stipulates that each study include recommendations.

The Senate recedes with an amendment changing the date upon which proposed priorites must be submitted to Congress from "not later than July 1 of each year beginning 1991" to "beginning in fiscal year 1993 and for every third year thereafter."

55. Sec. 618(e) of the Act as amended by the Senate bill mandates certain studies.

Sec. 618(e) of the Act as amended by the House amendment allows discretion to fund specified studies.

The Senate recedes.

56. Sec. 618(e) of the Act as amended by the Senate bill is more specific with respect to the longitudinal study.

The House amendment contains no comparable provision.

The House recedes.

57. Sec. 618(e) of the Act as amended by the House amendment includes three studies: (1) factors contributing to the decline in numbers of students classified as mentally retarded and the current disparity between State counts; (2) the degree and reasons for placement in separate educational facilities; and (3) the status, progress, and variation in the implementation of policies, procedures, and programs governing the provision of services.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment that renumbers the position of this study within the special studies provision.

58. Sec. 618(e) of the Act as amended by both the Senate bill and the House amendment requires a study of the types, number, and intensity of related services.

Sec. 618(e) of the Act as amended by the Senate bill requires that this study be "nationally representative."

The House recedes.

59. Sec. 618(e) of the Act as amended by the House amendment includes two studies: selection and use of out-of-community placements for students who are seriously emotionally disturbed; and the variables affecting the placements of minority children (see note 135).

The Senate bill contains no comparable provision.

The Senate recedes with an amendment to:

(a) renumber these studies and place them within the existing special studies provision.

(b) modify [618(e)(2)(F)(iii)] on the study on minority placements by inserting "in the development and" after "decisions and" and before "implementation of."

60. Sec. 618(e) of the Act as amended by the Senate bill includes studies of: the disparities between States in placements of students with similar disabilities, especially those with mental retardation; and the factors which have contributed to the decline of students with specific disabilities (see note 57).

The House amendment contains no comparable provision.

The House recedes with an amendment to renumber these studies and place them within the existing special studies provision.

61. Sec. 618(e) of the Act as amended by the Senate bill includes a specific provision which authorizes activities that "organize, synthesize, interpret, and integrate" information from these studies with information from other sources (see note 69).

The House amendment contains no comparable provision.

The House recedes with an amendment requiring the inclusion of that aspect of the House provision which requires that "such activities shall include selection and design of content, formats, and means for effectively communicating such information."

62. Sec. 618(f) of the Act as amended by the House amendment adds the heading "Annual Report."

The Senate bill contains no comparable provision.

The House recedes.

63. Sec. 618(f)(1) of the Act as amended by the Senate bill authorizes the Secretary to conduct activities to prepare an annual report, which "shall be disseminated . . . to the education community at large and to other interested parties."

Sec. 618(f)(1) of the Act as amended by the House amendment directs the Secretary to prepare such a report, for dissemination "to the education and disability communities," and requires that Part H data be included in the report.

The House recedes with an amendment modifying the Senate provision to include dissemination to the "disability communities" and Part H data in the annual report.

64. Sec. 618(f)(2) of the Act as amended by the House amendment requires the annual report to include an index and summary of each activity related to program information undertaken under certain subsections.

The Senate bill contains no comparable provision.

The House recedes (see note 66).

65. Sec. 618(f)(2) of the Act as amended by the Senate bill requires inclusion of a description of findings and determinations resulting from State monitoring.

The House amendment contains no comparable provision.

The House recedes.

66. Sec. 618(f)(2) of the Act as amended by the Senate bill requires that the Secretary provide an annual index to all projects funded under Parts C through G and data from sections 622 and 634; deletes current provisions requiring the reporting of information related to vocational education programs, least restrictive environment, and recommendations for changes in the Act.

The House amendment contains no comparable provision.

The House recedes.

67. Sec. 618(f)(4) of the Act as amended by the Senate bill deletes current requirements for information on special populations, and substitutes the requirement to provide information on the results

of research and related activities conducted under Part E that the Secretary determines as relevant to the effective implementation of the Act.

The House amendment contains no comparable provision.

The House recedes.

68. Sec. 618(f)(5) of the Act as amended by the Senate bill deletes from current law the reference to a specific date and the term "inclusive" from the reference to age.

The House amendment contains no comparable provision.

The House recedes.

69. Sec. 618(g) of the Act as amended by the House amendment includes a general provision which authorizes activities to organize, synthesize, interpret, and integrate information from this section with information from other sources, and stipulates design of content and means for communicating such information.

The Senate bill contains no comparable provision.

The House recedes.

AUTHORIZATIONS

70. Sec. 618. (g) [as redesignated (h)] of the Act as amended by the House amendment authorizes for each of the fiscal years 1991 through 1994, that 1% of the amounts appropriated for the State assistance grants under Part B be reserved to carry out section 618; of the 1%, not more than 25% may be used to carry out the special studies.

Sec. 618. (g) [as redesignated (h)] of the Act as amended by the Senate bill authorizes $3.594 million for FY 90-94 to carry out section 618.

The Senate recedes with an amendment to delete the 1% provision and replace it with a $12 million authorization for FY 91, and such sums as necessary for FY 92-94, and change the ceiling on special studies from 25% to 30%.

PART C

REGIONAL RESOURCE AND FEDERAL CENTERS

71. Sec. 621(a) of the Act as amended by both the Senate bill and the House amendment adds "special education, related services, and early intervention" to the focus of the Regional Resource Centers.

Sec. 621(a) of the Act as amended by the House amendment adds the caveat that centers provide training "as requested;" deletes the Secretary's authority to set priorities for the centers; and specifies the projects covered under dissemination activities.

The Senate recedes.

72. Sec. 621(b) of the Act as amended by the House amendment adds specific criteria relating to regional needs for the Secretary to utilize in making grants for the centers.

The Senate bill contains no comparable provision.

The Senate recedes.

73. Sec. 621(d) of the Act as amended by the Senate bill expands the authority of the National Coordinating Technical Assistance Center to: provide training and information to a wide range of enti-

ties regarding techniques and approaches for submitting applications, and to make such information available to other regional centers; give priority in providing technical assistance concerning education of students from diverse racial, ethnic, and linguistic backgrounds; exchange information and cooperate with other centers addressing the needs of students from diverse racial, ethnic, and linguistic backgrounds; and provide assistance to States—through regional centers—for the training of hearing officers.

The House contains no comparable provision.

The House recedes with an amendment to replace "diverse racial, ethnic, and linguistic backgrounds" with "minority backgrounds."

74. Sec. 621 of the Act as amended by the House amendment adds a new subsection which directs the Secretary to develop, in consultation with a panel, guidelines and criteria for the operation of Regional and Federal Resource Centers; stipulates elements to be included under the guidelines and criteria; directs the Secretary to publish (in the *Federal Register* by July 1, 1991) proposed guidelines for review and comment, and to publish final guidelines developed by the panel.

The Senate bill contains no comparable provision.

The Senate recedes.

DEAF BLIND SERVICES

75. Sec. 622(a)(1)(A) of the Act as amended by the Senate bill adds lead agencies under Part H, adds infants and toddlers to those to be served, and adds "early intervention" to the services to be provided.

The House amendment contains no comparable provision.

The House recedes.

76. Sec. 622(a)(1)(B) of the Act as amended by the Senate bill deletes the term "youth" and adds the term "individuals" in reference to eligibility.

Sec. 622(a)(1)(B) of the Act as amended by the House amendment rewrites the provision, adding "supports" and "including assistance related to independent living and competitive employment" to facilitate transition.

The Senate recedes.

77. Sec. 622(a)(2) of the Act as amended by the House amendment redesignates this paragraph as 3 and adds a definition of deaf-blind.

The Senate bill contains no comparable provision.

The Senate recedes.

78. Sec. 622(a)(2) of the Act as amended by the Senate bill adds "early intervention services" to the provision regarding technical assistance and replication of successful innovative approaches.

The House amendment contains no comparable provision.

The House recedes.

79. Sec. 622(a)(2) of the Act as amended by both the Senate bill and the House amendment adds pilot projects to expand the capability of local educational agencies to provide services, and encourage State and local authorities to assume funding responsibility for these projects.

Sec. 622(a)(2) of the Act as amended by the Senate bill adds youth to the population to be served.

The House amendment contains no comparable provision.

The House recedes.

80. Sec. 622(a)(2) of the Act as amended by the Senate bill authorizes projects for: research to identify and meet the full range of special needs of this population; the development, improvement, or demonstration of new or existing methods, approaches, or techniques that contribute to the adjustment and education of this population; and facilitation of parental involvement.

The House amendment contains no comparable provision.

The Senate recedes to the House and the House recedes to the Senate with an amendment deleting projects on research to identify and meet the full range of special needs of this population.

81. Sec. 622(a)(2) of the Act as amended by the Senate bill adds infants and toddlers to the population to be served.

The House amendment contains no comparable provision.

The House recedes.

82. Sec. 622(a)(2) [as redesignated (3)] of the Act as amended by the Senate bill deletes the age requirement.

The House amendment contains no comparable provision.

The House recedes.

83. Sec. 622(a)(3) [as redesignated (4)] of the Act as amended by the House amendment expands eligibility criteria for grantees.

The Senate bill contains no comparable provision.

The Senate recedes.

84. Sec. 622(a)(3) [as redesignated (4)] of the Act as amended by the Senate bill requires that the Secretary, in carrying out this section, shall consider the availability and quality of existing services and the need for services in all parts of the country.

The House amendment contains no comparable provision.

The House recedes.

85. Sec. 622(b) of the Act as amended by the Senate bill authorizes single and multi-state centers for the provision of technical assistance and adds "pilot projects" as entities to be served.

Sec. 622(a)(4) [as redesignated (5)] of the Act as amended by the House amendment authorizes single and multi-state centers for the provision of technical assistance and "pilot supplementary services."

The Senate recedes.

86. Sec. 622(c)(1) of the Act as amended by the House amendment expands the data to be reported: sex, service settings, and where appropriate, student outcomes.

The Senate bill contains no comparable provision.

The Senate recedes.

87. Sec. 622(d) of the Act as amended by the Senate bill authorizes a cooperative agreement with stipulated entities for the establishment of a National Center on Deaf-Blindness to disseminate materials and information on effective practices in working with deaf-blind infants, toddlers, children, and youth.

Sec. 622(d) of the act as amended by the House amendment authorizes a grant, contract, or cooperative agreement to establish a National Clearinghouse for Children and Youth with Deaf-Blindness to identify, coordinate, and disseminate information on deaf-

blindness; to respond to information requests from a broad range of constituents; to interact with educators and others to identify areas for programming, materials development, training and expansion of specific services; and to maintain a computerized data base of resources.

The Senate recedes with an amendment stating that the information to be disseminated by this clearninghouse should emphasize "information on effective practices in working with this population."

The conferees note that Gallaudet University was awarded a cooperative agreement to operate the Deaf-Blind Clearinghouse. Unfortunately, the Department of Education decided not to fund it, but instead to include this function under another technical assistance project.

Information for educators and parents on the unique and intense instructional needs of deaf-blind children is lacking and sometimes inaccessible. Information which may be available is often difficult to identify and locate and may not have the depth and breadth to provide support to educators and parents in making satisfactory program decisions and design. It is the intention of the conferees that experience and expertise specific to deaf-blindness must be considered when making this award.

88. Sec. 622(e) of the Act as amended by the House amendment deletes severely handicapped from the provision that authorizes extended school year programs.

The Senate bill contains no comparable provision.

The House recedes.

89. Sec. 622(e) and (f) of the Act is amended by the Senate bill repeals the two provisions related to the extended school year programs and the crossover authority for funding of joint projects serving deaf-blind and severely handicapped populations.

The House amendment contains no comparable provision.

The House recedes.

90. Sec. 622(f) of the Act as amended by the House amendment authorizes research to identify and meet the full range of special needs of this population, and the development and demonstration of new or improvements in existing methods, approaches, or techniques that would contribute to the adjustment and education of this population.

The Senate bill contains no comparable provision.

The Senate recedes.

EARLY EDUCATION

91. Sec. 623(a)(1) of the Act as amended by the House amendment replaces the term "problems of such children" with "needs of these children."

The Senate bill contains no comparable provision.

The Senate recedes.

92. Sec. 623(a)(1) of the Act as amended by the Senate bill adds "other communication mode" to the list of services and activities.

Sec. 623(a)(1) of the Act as amended by the House amendment replaces the term "speech" with "communication."

The House recedes.

93. Sec. 623(a)(1)(B) of the Act as amended by the House amendment expands the list of activities and services to include family education with mandatory participation of a parent or representative.

The Senate bill contains no comparable provision.

The Senate recedes.

94. Sec. 623(a)(1)(C) of the Act as amended by the House amendment replaces the term "problems of such children" with "special needs of these children."

The Senate bill contains no comparable provision.

The Senate recedes.

95. Sec. 623(a)(1)(D) of the Act as amended by the House amendment adds interdisciplinary models and practices to the training activities, and includes parents in the service population.

The Senate bill contains no comparable provision.

The Senate recedes.

96. Sec. 623(a)(1)(E) of the Act as amended by the House amendment adds the involvement of adult role models with disabilities to the adoption of exemplary models and practices.

The Senate bill contains no comparable provision.

The Senate recedes.

97. Sec. 623(a)(1) of the Act as amended by the Senate bill adds new subparagraphs to list new activities and services: facilitate and improve early identification of infants and toddlers; facilitate transition of infants; promote use of assistive technology devices and services; and increase understanding of, and address, early intervention and preschool needs of children exposed prenatally to maternal substance abuse.

The House amendment contains no comparable provision.

The House recedes.

98. Sec. 623(b) of the Act as amended by the House amendment expands the service population of the technical assistance development system to include parents, advocates, direct service and administrative personnel, and Part H State agencies; and requires aggressive dissemination of information from the system.

The Senate bill contains no comparable provision.

The Senate recedes. The conferees incorporate by reference the explanation regarding this amendment set out in House Report 101-544 on page 34.

99. Sec. 623(c) of the Act as amended by the House amendment specifies modes for dissemination of information.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment specifying that reference be made to section 610(g) whenever modes of dissemination are mentioned.

100. Sec. 623(d) of the Act as amended by the House amendment adds projects on integration into regular preschool programs to the list of research activities.

The Senate bill contains no comparable provision.

The Senate recedes.

101. Sec. 623(f) of the Act as amended by the House amendment clarifies the eligibility population by including infants and toddlers.

The Senate bill contains no comparable provision.

The Senate recedes.

102. Sec. 623 of the Act as amended by the Senate bill adds a new subsection (g) to include an authority to synthesize knowledge developed under this section; and to organize, integrate, and present this knowledge to maximize its utility and dissemination.

The House amendment contains no comparable provision.

The Senate recedes to the House and the House recedes to the Senate with a technical amendment.

CHILDREN WITH SEVERE DISABILITIES

103. Sec. 624 of the Act as amended by the Senate bill titles this section "Programs for Children with Severe Disabilities."

Sec. 624 of the Act as amended by the House amendment titles this section "Programs for Severely Handicapped Children."

The House recedes.

104. Sec. 624(a) of the Act as amended by the Senate bill uses the term "early intervention."

Sec. 624(a) of the Act as amended by the House amendment uses the term "integration needs;" deletes the authority of the Secretary to determine eligible organizations or institutions, replacing it with designated entities; and adds infants and toddlers to the population to be served.

The Senate recedes with an amendment to include the "early intervention."

105. Sec. 624(a)(1) of the Act as amended by the House amendment includes transportation to and from school as one of the special needs that can be researched.

The Senate bill contains no comparable provision.

The Senate recedes.

106. Sec. 624(a)(3) of the Act as amended by the Senate bill stipulates the categories of personnel eligible for training services, and adds infants and toddlers to the population to benefit from training.

Sec. 624(a)(3) of the Act as amended by the House amendment includes "regular teachers, instructors, and administrators" to these eligible for training, and adds integrated settings as a training category.

The Senate recedes to the House and the House recedes to the Senate combining the language from the Senate bill and the House amendment.

107. Sec. 624(a)(4) of the Act as amended by the House amendment stipulates certain dissemination modes.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment deleting the specific modes of dissemination and substituting a reference to section 610(g).

108. Sec. 624(a) of the Act as amended by the House amendment adds a new paragraph (5) which authorizes statewide projects to improve the quality of special education and related services, and to change the delivery of those services from segregated to integrated environments.

The Senate bill contains no comparable provision.

The Senate recedes.

109(a). Sec. 624 of the Act as amended by both the Senate bill and the House amendment authorizes extended school year programs for this population.

109(b). Sec. 624 of the Act as amended by the House amendment redesignates (b) as (c) and adds a new (b) to include infants and toddlers in the population to be served, and allows the funding of grants that would include the participation of non-disabled students if there is non-Federal matching funds.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment to delete the provision regarding the funding of grants that would allow participation of non-disabled students.

110. Sec. 624 of the Act as amended by the House amendment adds a new (e) which establishes a priority for funding projects which increase the likelihood of non-segregated settings.

The Senate bill contains no comparable provision.

The Senate recedes.

POSTSECONDARY EDUCATION

111. Sec. 625(a) of the Act as amended by the House amendment clarifies that these model programs may include joint projects that coordinate with special education and transition services.

The Senate bill contains no comparable provision.

The Senate recedes.

112. Sec. 625(a)(2) of the Act as amended by the House amendment adds a new subparagraph (C) to include outreach activities in the list of those authorized.

The Senate bill contains no comparable provision.

The Senate recedes.

113. Sec. 625(b) of the Act as amended by both the Senate bill and the House amendment clarifies the population to be served. The Senate bill uses the terms "individuals" and "head injuries." The House amendment uses the terms "children" and "traumatic brain injury," and includes attention deficit disorder as a specific health impairment.

The Senate recedes with an amendment deleting attention deficit disorder as a specific health impairment.

114. Sec. 626 of the Act as amended by the Senate bill titles this section "Secondary Education and Transition Services for Handicapped Youth."

Sec. 626 of the Act as amended by the House amendment titles this section "Secondary Education and Transition Services for Children and Youth with Disabilities."

The Senate recedes.

115. 626(a)(1) of the Act as amended by the House amendment adds "independent and community living" to the list of general activities.

The Senate bill contains no comparable provision.

The Senate recedes.

116. Sec. 626(b)(2) of the Act as amended by the Senate bill adds "independent living" as an emphasis under the authority for demonstration model projects.

The House amendment contains no comparable provision.

The House recedes.

117. Sec. 626(b)(9) of the Act as amended by the House amendment revises current law to include "reasons why some youth with disabilities remain to complete school" as a factor to be studied.

The Senate bill contains no comparable provision.

The Senate recedes.

118(a). Sec. 626(b)(9) of the Act as amended by both the Senate bill and the House amendment includes the term "related services" in the provision on developing curriculum and instructional techniques.

118(b). Sec. 626(b)(9) of the Act as amended by the House amendment revises the current provision by changing the placement of the term "special education."

The Senate recedes.

119. Sec. 626(b)(10) of the Act as amended by the House amendment adds the term "or adapted" to the physical education and therapeutic recreation programs that can be funded, and substitutes the phrase "to facilitate the full participation of youths with disabilities in community programs" for the current phrase "to increase the potential of handicapped youths for community participation."

The Senate bill contains no comparable provision.

The Senate recedes.

120. 626(b) of the Act as amended by the Senate bill adds a new paragraph (11) which authorizes the development and dissemination of exemplary programs and practices regarding the use of assistive technology devices and services.

The House amendment contains no comparable provision.

The House recedes.

121. Sec. 626(d)(3) of the Act as amended by the House amendment revises current law to require participation of students and parents in planning, developing, and implementing these projects.

The Senate bill contains no comparable provision.

The Senate recedes.

NEW TRANSITION STATE GRANTS

122. Sec. 626(e) of the Act as amended by both the Senate bill and the House amendment redesignates (e) as (f) and adds a new (e) which authorizes a new initiative to fund joint State educational agency/State vocational rehabilitation agency (SEA/SVRA) applicants to implement and improve transition services for youth.

The Senate bill requires at least five grants to joint State educational agency/State vocational rehabilitation agency (SEA/SVRA) applicants to provide services for youth ages 14–21. Priority would be given to joint projects which target resources to school settings, provide on-going information and training, and provide for cooperative arrangements for interagency funding to ensure service to youth in accordance with the Rehabilitation Act of 1973.

The House amendment requires one-time, 5-year grants; authorizes joint applicants other than SVRA, but only in the case when the SVRA does not participate; provides services for youth from age 14 through the age they exit school. Gives preference to applicants that will: (1) target resources to school settings; (2) target

grant funds to case management, program evaluation, and documentation and dissemination of information on transition services; (3) provide incentives for interagency and private sector resource pooling; (4) provide for early on-going information and training; (5) provide for early and direct involvement of all relevant parties; (6) provide access to training for eligible youth; (7) integrate transitions services with relevant opportunities in communities; (8) use a transition services evaluation plan; and (9) ensure that eligible youth be served in accordance with the Rehabilitation Act of 1973.

The Senate recedes.

123. Sec. 626 of the Act as amended by the Senate bill adds a new subsection (h) which includes a new authority for projects that address transitions that children with disabilities may face throughout their school years. Examples of these transitions and activities are stipulated. Coordination of programs and geographic dispersion are required.

The House amendment contains no comparable provision.

The House recedes with an amendment to move this provision to section 610.

124. Sec. 626(e) [redesignated as (f)] of the Act as amended by the House amendment adds specified modes for information dissemination.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment specifying that reference be made to section 610(g) whenever modes of dissemination are mentioned.

125. Sec. 626(e) [redesignated as (f)] of the Act as amended by the House amendment requires the Secretary to fund one or more demonstration models designed to establish appropriate methods of providing, or continuing to provide, assistive technology devices and services to secondary students as they transition to a number of environments. Such demonstration models shall include, as appropriate, cooperative agreements with rehabilitation entities to ensure continuity of finding, and methods for the dissemination of exemplary practices (see note 120).

The Senate bill contains no comparable provision.

The Senate recedes.

126. Sec. 626(e) [redesignated as (f)] of the Act as amended by the House amendment requires the Secretary to award one five-year cooperative agreement with a stipulated entity to evaluate and document projects funded under the transition services initiative. Specific requirements are included; and documentation and evaluation results are to be included in the Secretary's annual report.

The Senate bill contains no comparable provision.

The Senate recedes.

127. Sec. 626(f) [redesignated as (g)] of the Act as amended by the House amendment adds a requirement to coordinate programs under this section with projects under the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational Education and Applied Technology Act.

The Senate bill contains no comparable provision.

The Senate recedes.

SERIOUS EMOTIONAL DISTURBANCE

128. Sec. 627 of the Act as amended by the Senate bill uses the term "serious emotional disturbances" in the title for this section.

Sec. 627 of the Act as amended by the House amendment uses the term "serious emotional disturbance" in the title for this section.

The Senate recedes.

129. Sec. 627 of the Act as amended by both the Senate bill and the House amendment authorizes projects to improve special education and related services to children and youth with serious emotional disturbance.

The Senate bill is more descriptive regarding the type of projects.

The House amendment is broader in terms of the funding mechanisms.

The Senate recedes with an amendment changing the term "shall" to "may" after the term "projects."

130. Sec. 627 of the Act as amended by both the Senate bill and the House amendment includes as a project activity studies regarding the state of special education and related services to this population, including an assessment of the status of these services.

Sec. 627 of the Act as amended by the Senate bill adds "youth" to the population to be studied and uses the term "including the establishment and maintenance of data bases for assessing."

Sec. 627 of the Act as amended by the House amendment uses the term "including information and data to enable assessments."

The Senate recedes.

131. Sec. 627 of the Act as amended by both the Senate bill and the House amendment includes as a project activity the development of methodology and curricula.

The Senate bill uses the term "programming" to describe special education and related services.

The Senate recedes.

132. Sec. 627 of the Act as amended by the Senate bill includes projects to develop effective collaboration between types of programs (see note 136).

The House amendment contains no comparable provision.

The House recedes with an amendment to delete the term "projects to" and replace the term "develop" with the term "developing."

133. Sec. 627 of the Act as amended by both the Senate bill and the House amendment includes as a project activity the development and demonstration of innovative approaches which would avert the deterioration of this condition.

The Senate bill uses the term "to prevent."

The House bill uses the term "to assist."

The Senate recedes with an amendment adding "and to prevent" after "to assist."

134. Sec. 627 of the Act as amended by the Senate bill includes the authority to synthesize and disseminate information.

The House amendment contains no comparable provision.

The Senate recedes (see note 136).

135. Sec. 627 of the Act as amended by the Senate bill requires at least one study on out-of-community residential programs and factors that surround such placements.

The House amendment contains no comparable provision.

The Senate recedes (see note 59).

136. Sec. 627 of the Act as amended by the House amendment authorizes grants to local educational agencies to collaborate with mental health entities to provide services through demonstration projects. Funds could be used to facilitate interagency and private sector resource pooling to improve services, and to provide information and training. Sets out activities to be inlcuded and stipulates evaluation and dissemination requirements.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment specifying that reference be made to section 610(g) whenever modes of disemination are mentioned.

137. Authorizations (Part C—Centers and Services)

(a) Regional Resource Centers

Sec. 628 of the Act as amended by the Senate bill authorizes the following figures:

1991: 8,100,000
1992: 8,750,000
1993: 9,450,000
1994: 10,204,000

Sec. 628 of the Act as amended by the House amendment authorizes the following figures:

1991: 8,950,000
1992: 9,850,000
1993: 10,830,000
1994: 11,900,000

The Senate recedes to the House and the House recedes to the Senate with an amendment substituting the following figures:

1991: 8,525,000
1992: 9,300,000
1993: 10,140,000
1994: 11,052,000

(b) Deaf-Blind Programs

Sec. 628 of the Act as amended by the Senate bill authorizes the following figures:

1991: 19,220,000
1992: 20,760,000
1993: 22,420,000
1994: 24,220,000

Sec. 628 of the Act as amended by the House amendment authorizes the following figures:

1991: 21,900,000
1992: 24,100,000
1993: 26,500,000
1994: 29,200,000

The Senate recedes.

(c) Early Education

Sec. 628 of the Act as amended by the Senate bill authorizes the following figures:

1991: 29,600,000

1992: 31,970,000
1993: 34,530,000
1994: 37,290,000

Sec. 628 of the Act as amended by the House amendment authorizes the following figures:

1991: 33,200,000
1992: 36,500,000
1993: 40,120,000
1994: 44,120,000

The Senate recedes to the House and the House recedes to the Senate an amendment substituting the following figures:

1991: 31,400,000
1992: 34,235,000
1993: 37,325,000
1994: 40,705,000

(d) Severely Handicapped

Sec. 628 of the Act as amended by the Senate bill authorizes the following figures:

1991: 7,020,000
1992: 7,580,000
1993: 8,190,000
1994: 8,840,000

Sec. 628 of the Act as amended by the House amendment authorizes the following figures:

1991: 9,500,000
1992: 10,500,000
1993: 11,600,000
1994: 12,700,000

The Senate recedes.

(e) Postsecondary Education

Sec. 628 of the Act as amended by the Senate bill authorizes the following figures:

1991: 9,470,000
1992: 10,230,000
1993: 11,050,000
1994: 11,930,000

Sec. 628 of the Act as amended by the House amendment authorizes the following figures:

1991: 8,00,000
1992: 8,780,000
1993: 9,660,000
1994: 10,630,000

The House recedes.

(f) Secondary Education and Transition

Sec. 628 of the Act as amended by the Senate bill authorizes the following figures:

1991: 12,000,000
1992: 15,000,000
1993: 18,000,000
1994: 21,000,000

Sec. 628 of the Act as amended by the House amendment authorizes the following figures:

1991: 9,800,000
1992: 10,800,000

1993: 11,900,000
1994: 13,050,000

The Senate recedes.

(g) New Transition Initiative

Sec. 628 of the Act as amended by the House bill authorizes the following figures:

1991: 27,500,000
1992: 30,250,000
1993: 33,275,000
1994: 36,602,000

The Senate recedes.

(h) Serious Emotional Disturbance

Sec. 628 of the Act as amended by the Senate bill authorizes the following figures:

1991: 5,000,000
1992: 6,000,000
1993: 7,000,000
1994: 8,000,000

Sec. 628 of the Act as amended by the House amendment authorizes the following figures:

1991: 8,000,000
1992: 10,000,000
1993: 12,000,000
1994: 15,000,000

The Senate recedes to the House and the House recedes to the Senate with an amendment substituting the following figures:

1991: 6,500,000
1992: 8,000,000
1993: 9,500,000
1994: 11,500,000

PART D

PERSONNEL TRAINING

138. Sec. 631(a)(1) of the Act as amended by the House amendment clarifies that both inservice and preservice training is included.

The Senate bill contains no comparable provision.

The House recedes (see note 147).

139. Sec. 631(a)(1)(A) of the Act as amended by the House amendment substitutes the term "adapted" for "adaptive" and adds "instructional and assistive technology services."

The Senate bill contains no comparable provision.

The Senate recedes. The conferees recognize that there are severe gaps in the training of personnel in the use of assistive technology. As a result, this category has been added to the list of areas for training personnel under Part D of the Act. The provisions are intended to increase awareness of, and access to, assistive technology services and devices in meeting the educational and related service needs of students with disabilities.

140. Sec. 631(a)(1)(B) of the Act as amended by the House amendment adds "infants," "toddlers," and "other settings" to the related services training provision.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment deleting "infants and toddlers."

141. Sec. 631(a)(1)(C) of the Act as amended by the House amendment adds a special provision relating to training of preschool and early intervention services.

The Senate bill contains no comparable provision.

The Senate recedes.

142. Sec. 631(a)(1)(C) of the Act as amended by the Senate bill combines the training of leadership personnel with special education pre-school and early intervention services personnel (currently under paragraph E).

Sec. 631(a)(1)(D) of the Act as amended by the House amendment keeps leadership training separate; specifies that leadership training includes supervision and administration at the advanced graduate, doctoral and post-doctoral levels, and research and special education personnel preparation at the doctoral and post-doctoral levels.

The Senate recedes.

143. Sec. 631(a)(2)(A) of the Act as amended by the Senate bill stipulates the types of personnel to be considered when determining shortages.

Sec. 631(a)(2)(A) of the Act as amended by the House amendment retains the current language, but specifically includes the need for personnel to serve children of limited-English proficiency.

The Senate recedes to the House and the House recedes to the Senate combining provisions in the Senate bill and the House amendment.

144. Sec. 631(a)(2)(B) of the Act as amended by the House amendment adds application requirements for recruitment and training of minority groups and persons with disabilities.

The Senate bill contains no comparable provision.

The Senate recedes.

145. Sec. 631(a)(3) of the Act as amended by the House amendment adds a provision giving minority students a priority in the receipt of any fellowships or traineeships.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment to add the following language: "Such institutions shall give priority consideration in the selection of qualified recipients of fellowships and traineeships to individuals from disadvantaged backgrounds, including minorities and individuals with disabilities, who are underrepresented in the teaching profession or in the specializations in which they are being trained."

146. Sec. 631(a)(4) of the Act as amended by the House amendment deletes the current provision to reserve 5% of funds to prepare personnel where shortages exist, and substitutes a requirement that students who receive financial assistance shall either repay such assistance or work in the field for an equivalent period of time.

The Senate bill contains no comparable provision.

The House recedes. The conferees are aware of the shortages of personnel in the field of special education and related services, and would strongly suggest that the Secretary fully implement the current provision.

147(a). Sec. 631(a) of the Act as amended by the Senate bill adds a new paragraph (5) which allows regular and special education personnel to benefit from both preservice or inservice training.

Sec. 631(a) of the Act as amended by The House amendment adds a new paragraph (5) which allows the Secretary to determine that a portion of the training funds be used for interdisciplinary training to assist special educators in coordinating the provision of services with related services personnel. Requires practica to demonstrate the delivery of related services in an array of regular and special education and community settings.

The Senate recedes with an amendment changing the requirement regarding practica from mandatory to discretionary by inserting the term "to the extent feasible."

147(b). Sec. 631(a) of the Act as amended by the Senate bill adds a new paragraph (6) which states that "nothing in this subsection shall be construed to prevent regular education or special education personnel from benefiting from or participating in training activities conducted under this subsection on a preservice or inservice basis.

The House amendment contains no comparable provision.

The House recedes.

148. Sec. 631(a) of the Act as amended by the Senate bill adds a new paragraph (6) which establishes two priorities: the recruitment and retention of personnel from a diversity of racial, ethnic, and linguistic backgrounds, and individuals with disabilities; the preservice preparation of these personnel to serve individuals from a diversity of racial, ethnic, and linguistic backgrounds.

Sed. 631(a) of the Act as amended by the House amendment requires the Secretary to make grants to Historically Black Colleges and Universities and other institutions of higher education whose minority student enrollment is at least 25 percent.

The Senate recedes.

149. Sec. 631(b) of the Act as amended by the Senate bill broadens the range of students that teachers can be trained to work with in community and school settings by substituting the term "secondary school students" with "students."

Sec. 631(b) of the Act as amended by the House amendment substantially expands the number of eligible trainees to include those working with infants and toddlers (and their families), minority students, and students using assistive and instructional technology; stipulates that preservice and inservice training include a component that addresses coordination among all service providers, including regular educators.

The Senate recedes to the House and the House recedes to the Senate combining provisions in the Senate bill and the House amendment.

PARENT TRAINING

150. Sec. 631(c)(2)(A) of the Act as amended by the House amendment expands the representation on the board of directors of the parent training projects to include minority parents and professionals and that the board "be representative of the proportion of minority individuals in the area."

The Senate bill contains no comparable provision.

The Senate recedes with an amendment adding the following after subparagraph (C): "Nothing in subparagraph (A) shall be construed to authorize or permit the denial of any person of the due process of law required by the United States Constitution" and substituting "broadly representative" for the phrase "be representative of the proportion. . . ."

151. Sec. 631(c)(2)(B) the House amendment expands the service population to include infants, toddlers, and youth.

The Senate bill contains no comparable provision.

The Senate recedes.

152. Sec. 631(c)(2)(C) The House amendment adds a requirement that applicants show the ability to network with certain entities, especially minority parent groups.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment changing the term "especially minority parent groups" to "especially parents of minority children."

153. Sec. 631(c)(4)(A) of the Act as amended by the House amendment gives priority to the establishment of five (5) new experimental parent training and information centers serving high density areas which do not have such centers.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment clarifying that these experimental centers can be established only after there is a parent training center in each State, and that three of the five experimental centers must be located in high-density areas; two in rural areas.

154. Sec. 631(c)(4) of the Act as amended by the House amendment adds new subparagraphs (C) and (D) with requirements that grantees serve minority parents "to the proportion of the minority population in the areas being served;" and that grants be adequately funded.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment deleting "level adequate to serve the parents in the area" and inserting "sufficient size, scope, and quality to ensure that the program is adequate to serve the parents in the area."

155. Sec. 631(c) of the Act as amended by the House amendment adds a new paragraph (9) and a new provision on the collection of specific data by the Secretary.

The Senate bill contains no comparable provision.

The Seante recedes with an amendment changing "minority parents" to "parents of minority infants, toddlers, children, and youth with disabilities."

156. Sec. 631(c)(1) of the Act as amended by the House amendment expands the service population of the training centers to include infants, toddlers, and youth.

The Senate bill contains no comparable provision.

The Senate recedes.

157. Sec. 631(c)(5)143(E) of the Act as amended by the House amendment, changes the requirement that parent training centers assist parents in obtaining information by: deleting the degree to which the programs, services, and resources are appropriate; in-

cluding information about the range of options and information that is available at the national, state, and local levels; and expanding the service population to include infants, toddlers, and youth, and their families.

The Seante bill contains no comparable provision.

The Senate recedes.

158. Sec. 631(c)(5)(F) of the Act as amended by the House amendment updates the current requirement of the parent training centers to assist parents to understand the provisions of the Act by including infants, toddlers, and youth.

The Senate bill contains no comparable provision.

The Senate recedes.

159. Sec. 631(c)(7) of the Act as amended by the House amendment revises the requirement that parent training centers consult with appropriate agencies by adding a stipulation that they network with certain entities whose service population includes infants, toddlers, and youth, and their families.

The Senate bill contains no comparable provision.

The Senate recedes.

160. Sec. 632(c) of the Act as amended by the Senate bill clarifies the types of personnel to receive preservice and inservice training.

The House amendment contains no comparable provision.

The House recedes.

161. Sec. 632(c) of the Act as amended by both the Senate bill and the House amendment authorizes a new provision to assist the State in developing and maintaining its CSPD and conducting recruitment and retention activities.

The Senate uses the terms "to assist," "developing and maintaining such systems," "conducting personnel recruitment."

The House uses the terms "assisting," "develop and maintain its comprehensive system of personnel development," and "conduct recruitment."

The House recedes.

162. Sec. 632 of the Act as amended by the Senate bill adds a new subsection (d) which authorizes technical assistance to States in effective implementation of the required comprehensive personnel development system.

The House recedes.

CLEARINGHOUSES

163. Sec. 633(a) of the Act as amended by the Senate bill deletes the current authority for other dissemination and technical assistance support projects and transfers all or part of the support language under each individual clearinghouse; changes the language from permissive to mandatory by substituting the term "shall make" for the term "authorized to make."

Sec. 633(a) of the Act as amended by the House amendment retains the current permissive language, includes a general prefatory section on the three clearinghouses [redesignated as (b), (c), and (d)] and adds cooperative agreement as a funding mechanism.

The Senate recedes.

164. Sec. 633(a) of the Act as amended by both the Senate bill and the House amendment require the collection, development, and dissemination of information.

The Senate bill includes the term "synthesize" and stipulates that information be collected on a national basis and disseminated to specific groups.

The House amendment requires that information be collected on the characteristics of the populations served and on programs, legislation, and services related to the education of those served.

The Senate recedes.

165. Sec. 633(a) of the Act as amended by both the Senate bill and the House amendment requires the clearinghouse to participate in programs in order to provide outreach, technical assistance, and information collection and dissemination.

The Senate bill includes referrals to appropriate national, State, and local agencies and organizations.

The House amendment includes participation in services related to disability issues and promotes networking with appropriate national, State, and local agencies and organizations.

The Senate recedes.

166. Sec. 633(a) of the Act as amended by the Senate bill uses the term "coordinate outreach activities" and stipulates that coordination be with other sources of information, programs, and services, including organizations representing individuals with disabilities; stipulates the population to be served.

Sec. 633(a) of the Act as amended by the House amendment establishes a coordinated network to conduct outreach activities for the promotion of public awareness of disability issues.

The Senate recedes.

167. Sec. 633(a) of the Act as amended by the Senate bill requires the clearinghouse to provide the Secretary data on information needs.

Sec. 633(a) of the Act as amended by the House amendment requires the clearinghouse to collect, develop, and disseminate such data on a broad range of information needs.

The Senate recedes.

168. Sec. 633(a) of the Act as amended by the Senate bill authorizes participation in dissemination of research and demonstration models and projects.

The House amendment contains no comparable provision.

The Senate recedes (see Note 14).

169. Sec. 633(a) of the Act as amended by the House amendment requires that the clearinghouse include strategies to disseminate information to underrepresented groups such as the limited-English proficient.

The Senate bill contains no comparable provision.

The Senate recedes.

170. Sec. 633(b) of the Act as amended by the Senate bill uses mandatory language on the establishment of a national clearinghouse on postsecondary education.

The House amendment does not mandate this clearinghouse.

The Senate recedes.

171. Sec. 633(b) of the Act as amended by both the Senate bill and the House amendment requires the national clearinghouse on postsecondary education to collect and disseminate information.

The Senate bill includes the synthesis of information, stipulates those to receive the information, and includes programs and resources for rehabilitation and retraining of adults.

The House amendment uses the term "after high school" rather than "postsecondary," and includes programs and resources which can be adapted to include individuals with disabilities.

The Senate recedes.

172. Sec. 633(b) of the Act as amended by the Senate bill includes information "regarding postsecondary education for individuals with disabilities."

The House amendment contains no comparable provision.

The Senate recedes.

173. Sec. 633(b) of the Act as amended by both the House amendment authorizes the development of new materials (in both print and nonprint form), especially by synthesizing information from a variety of fields affecting disability issues and the education, rehabilitation, and retraining of individuals with disabilities.

The Senate bill contains no comparable provision.

The Senate recedes.

174. Sec. 633(b) of the Act as amended by both the Senate bill and the House amendment requires the clearinghouse on postsecondary education to disseminate information and promote awareness of issues relevant to individuals with disabilities.

The Senate bill requires the coordination with professionals, relevant government agencies, and appropriate organizations.

The House amendment calls for the development of a coordinated network of professionals, related organizations and associations, mass media, other clearinghouses, and governmental agencies (including regional); uses the term "after high school" rather than "postsecondary," and refers individuals requesting information to local resources.

The Senate recedes.

175. Sec. 633(b) of the Act as amended by the House amendment requires the clearinghouse to respond to requests for information.

The Senate bill contains no comparable provision.

The Senate recedes.

176. Sec. 633(b) of the Act as amended by the Senate bill authorizes cooperative agreements as a funding mechanism for the careers clearinghouse.

The House amendment substantially restates the current law.

The Senate recedes (see note 163).

177. Sec. 633(c) of the Act as amended by both the Senate bill and the House amendment authorizes assistance to institutions.

The Senate bill adds new paragraph (6) which stipulates that the assistance be to institutions of higher education, States, and others to recruit persons for professional careers in special education, related services, and early intervention, including strategies for recruiting individuals from the diversity of racial, ethnic, and linguistic backgrounds and individuals with disabilities.

The House bill stipulates that the assistance be to institutions seeking to meet State and professionally recognized standards.

The Senate recedes.

178. Sec. 633(d) of the Act as amended by both the Senate bill and the House amendment stipulate qualifications of applicants seeking grants.

The Senate bill adds new paragraph (3) which states that "particular attention" be given to those with demonstrated experience at the national level in providing information services to "racially, ethnically, and linguistically diverse" consumers, rural and urban consumers, other consumer organizations, and professionals.

The House amendment redesignates this subsection as (e) and states that "priority attention" be given to those with demonstrated experience at the national level in providing information services to minorities and minority organizations.

The Senate recedes with an amendment to include "demonstrated, proven effectiveness."

179. Sec. 633(d) [redesignated as (e)(3)] of the Act as amended by the House amendment authorizes the clearinghouses to subcontract with profit-making organizations only when necessary for materials or media access.

The Senate bill contains no comparable provision.

The Senate recedes.

180. Sec. 633 of the Act as amended by the House amendment adds a new subsection (f) which includes specific requirements on information collection and dissemination from each project funded under this section.

The Senate bill contains no comparable provision.

The Senate recedes.

181. Sec. 634(a) of the Act as amended by the House amendment adds to this section a requirement on specific information on the number of parents served, and on clearinghouse activities.

The Senate bill contains no comparable provision.

The Senate recedes.

182. Authorizations (Part D—Training Personnel)

(a) Personnel Training

Sec. 635 of the Act as amended by the Senate bill authorizes the following figures:

1991: 93,850,000
1992: 101,360,000
1993: 111,500,000
1994: 120,420,000

Sec. 635 of the Act as amended by the House amendment authorizes the following figures:

1991: 95,600,000
1992: 105,150,000
1993: 115,660,000
1994: 127,100,000

The Senate recedes to the House and the House recedes to the Senate with an amendment substituting the following figures:

1991: 94,725,000
1992: 103,255,000
1993: 113,580,000
1994: 123,760,000

(b) HBCU's

Sec. 635 of the Act as amended by the House amendment authorizes the following figures:

1991: 19,250,000
1992: 21,175,000
1993: 23,292,000
1994: 25,621,000

The Senate recedes.

(c) Parent Training

Sec. 635 of the Act as amended by the Senate bill authorizes the following figures:

1991: 10,000,000
1992: 11,000,000
1993: 12,000,000
1994: 13,000,000

Sec. 635 of the Act as amended by the House amendment authorizes the following figures:

1991: 11,000,000
1992: 12,100,000
1993: 13,300,000
1994: 14,600,000

The Senate recedes.

(d) Clearinghouses

Sec. 635 of the Act as amended by the Senate bill authorizes the following figures:

1991: 2,160,000
1992: 2,230,000
1993: 2,520,000
1994: 2,720,000

Sec. 635 of the Act as amended by the House amendment authorizes the following figures:

1991: 2,420,000
1992: 2,700,000
1993: 2,900,000
1994: 3,200,000

The Senate recedes to the House and the House recedes to the Senate with an amendment substituting the following figures:

1991: 2,290,000
1992: 2,465,000
1993: 2,710,000
1994: 2,960,000

RESEARCH

183. Sec. 641 of the Act as amended by the Senate bill titles this section "Research and Related Activities."

Sec. 641 of the Act as amended by the House amendment titles this section "Improvement of Instruction and Learning of Children with Disabilities."

The House recedes.

184. Sec. 641(a) of the Act as amended by both the Senate bill and the House amendment authorize grants for research activities.

The Senate bill stipulates that grants be used to assess and improve the practice of personnel, and the roles of other appropriate persons, and authorizes demonstration activities.

The House amendment stipulates that grants be used by States for purpose of advancing and improving the knowledge base; includes the improvement of professionals who work with children and youth with disabilities in regular educational environments; and states that activities shall support innovation, development, exchange, and use of such advancements in knowledge and practice designed to contribute to the improvement of the instruction and learning of the population to be served.

The Senate recedes.

185. Sec. 641(a) of the Act as amended by the Senate bill uses the term "skill competencies."

Sec. 641(a) of the Act as amended by the House amendment uses the term "skill competency."

House recedes.

186. Sec. 641(a) of the Act as amended by the House amendment stipulates the types of assessment instruments; includes location to determine eligibility; includes the term "program planning and placement;" and stipulates that particular attention be paid to the development of alternative assessment procedures and processes for minority individuals and those with limited-English proficiency.

The Senate bill contains no comparable provision.

The Senate recedes.

187. Sec. 641(a) of the Act as amended by the House amendment includes the identification of environmental, organizational, resource, and other conditions necessary for effective professional practice.

The Senate bill contains no comparable provision.

The Senate recedes to the House and the House recedes to the Senate with a technical amendment.

188. Sec. 641(a) of the Act as amended by both the Senate bill and the House amendment requires the improvement of knowledge regarding families.

The Senate bill uses the terms "racial and ethnic diversity, and disabling conditions."

The House amendment uses the terms "minorities, limited-English proficiency, and handicapping conditions."

The Senate recedes to the House and the House recedes to the Senate with an amendment substituting "minorities" for "racial and ethnic diversity;" "disabling conditions" for "handicapping conditions" and including "limited-English proficiency" within this provision.

189. Sec. 641(a) of the Act as amended by both the Senate bill and the House amendment requires the advancement of knowledge utilization.

The Senate bill uses the term "personnel."

The House amendment uses the term "professionals and others."

The House recedes.

190. Sec. 641(a) of the Act as amended by both the Senate bill and the House amendment requires the improvement of knowledge regarding how those providing special education, related services, and early intervention learn new knowledge, skills, and strategies.

The Senate bill adds continuing education as a vehicle for learning.

The House recedes.

191. Sec. 641(a) of the Act as amended by both the Senate bill and the House amendment requires the organization, integration, and presentation of knowledge so that it can be incorporated in relevant training and communication vehicles.

The House amendment includes the term "imparted."

The Senate recedes to the House and the House recedes to the Senate with an amendment combining the language from the Senate bill and the House amendment.

192. Sec. 641(a) of the Act as amended by both the Senate bill and the House amendment requires the expansion and improvement of networks.

The House amendment gives examples of networks.

The House recedes.

193. Part E of the Act as amended by the Senate bill creates a separate section for general research provisions.

The House amendment retains the format of current law.

The Senate recedes.

194. Sec. 641(c) of the Act as amended by both the Senate bill and the House amendment requires the Secretary to publish proposed priorities for research grants.

The Senate bill redesignates this provision as 645(b) which stipulates that proposed priorities be published not later than 12 months preceding the fiscal year for which they are being announced, and that the final priorities be published 90 days following the review and comment period.

The House amendment stipulates that proposed priorities be published no later than July 1, every two years, and that the final priorities be published 60 days following the review and comment period.

The House recedes with an amendment changing "60 days" to "90 days."

195. Sec. 641(d) of the Act as amended by both the Senate bill and the House amendment rewrites the existing provision to include an index in the annual report.

The House amendment requires the Secretary to make reports of research projects available to the education community at large and to other interested parties.

The Senate bill contains no comparable provision.

The House recedes.

196. Sec. 641(d) [redesignated as 645(c)] of the Act as amended by the Senate bill adds the requirement to coordinate the research priorities with those established by "other appropriate agencies conducting research pertaining to the education of individuals with disabilities."

The House amendment contains no comparable provision.

The House recedes with a technical amendment.

196(A). New Sec. 641(f)—for discussion of the new Attention Deficit Disorder research center, see note 2.

197. Sec. 641 of the Act as amended by the House amendment creates a new subsection (g) which authorizes the establishment of model demonstration programs to provide the services of an ombudsman to assist in resolving problems that are barriers to appropriate educational, related services, or other services for children and youth with disabilities.

The Senate bill contains no comparable provision.

The Senate recedes with a technical amendment.

198. Sec. 642 of the Act as amended by the House amendment includes research on therapeutic recreation.

The Senate bill contains no comparable provision.

The Senate recedes.

199. Part E of the Act as amended by the House amendment repeals section 643, Panels of Experts, which is incorporated into new section 610.

The Senate bill contains no comparable provision.

The Senate recedes (see note 17).

200. Authorizations (Part E—Research]

(a) Research and Innovation

Sec. 644 of the Act as amended by the Senate bill authorizes the following figures:

1991: 25,000,000
1992: 28,000,000
1993: 31,000,000
1994: 34,000,000

Sec. 644 of the Act as amended by the House amendment authorizes the following figures:

1991: 24,300,000
1992: 26,800,000
1993: 29,400,000
1994: 32,400,000

The Senate recedes to the House and the House recedes to the Senate with an amendment substituting the following figures:

1991: 24,650,000
1992: 27,400,000
1993: 30,200,000
1994: 33,200,000

INSTRUCTIONAL MEDIA

201. Sec. 651 of the Act as amended by the House amendment deletes the subsection designation, (a).

The Senate bill contains no comparable provision.

The Senate recedes.

202. Sec. 651(a)(1) of the Act as amended by the Senate bill adds the term "and hard of hearing" after the term "deaf" each place it appears.

The House amendment contains no comparable provision.

The House recedes.

203. Sec. 651(a)(1) of the Act as amended by the House amendment adds new subparagraph (D) which requires the utilization of educational media to help eliminate illiteracy.

The Senate bill contains no comparable provision.

The Senate recedes.

204. Sec. 651(a) of the Act as amended by the House amendment adds a subsection (3) to make available educational publications and materials, as well as films, TV programs and video materials to individuals with visual impairments.

The Senate bill contains no comparable provision.

The Senate recedes.

205. Sec. 652(a) of the Act as amended by the House amendment adds descriptive videos to the loan services provision.

The Senate bill contains no comparable provision.

The Senate recedes.

206. Sec. 652(b) of the Act as amended by both the Senate bill and the House amendment provide for the captioning of films and video materials.

The Senate bill includes the terms "hard of hearing individuals" and adds audio description of video materials for blind and visually impaired individuals.

The House amendment uses the terms "hearing impaired" and adds video description for the visually impaired.

The Senate recedes with an amendment to add "hard of hearing."

207. Sec. 652(b)(4) of the Act as amended by both the Senate bill and the House amendment add video material for distribution.

The Senate bill also adds audio described video materials.

The House amendment also adds video-described films.

The Senate recedes.

208. Sec. 652(b)(8) of the Act as amended by the Senate Bill includes hard of hearing.

The House amendment contains no comparable provision.

The House recedes (see note 202).

209. Sec. 652(c) of the Act as amended by the Senate bill adds other appropriate non-profit organizations as eligible recipients for grants.

The House amendment contains no comparable provision.

The House recedes.

210. Sec. 652(c) of the Act as amended by the Senate bill substitutes the term "cultural" for "theatrical."

The House amendment contains no comparable provision.

The House recedes.

211. Sec. 652(c)(1) of the Act as amended by the Senate bill includes hard of hearing.

The House amendment contains no comparable provision.

The House recedes (see note 202).

212. Sec. 652(c)(2) of the Act as amended by the Senate bill includes hard of hearing.

The House amendment contains no comparable provision.

The House recedes (see note 202).

213. Sec. 652(c)(3) of the Act as amended by the Senate bill includes hard of hearing.

The House amendment contains no comparable provision.

The House recedes (see note 202).

214. Sec. 652(c)(3) of the Act as amended by the House amendment adds educational and social experiences to promote the integration of hearing and deaf people.

The Senate bill contains no comparable provision.

The Senate recedes.

215. Sec. 652 of the Act as amended by the House amendment adds a new subsection (d) which authorizes a contract for services with the Recording for the Blind, Inc. to produce stipulated materials. This subsection also defines the term "print-handicapped."

The Senate bill contains no comparable provision.

The Senate recedes with an amendment to delete "Recording for the Blind, Inc."

216. Authorizations (Part F—Instructional Media)

(a) Instructional Media

Sec. 653 of the Act as amended by the Senate bill authorizes the following figures:

1991: 17,863,000
1992: 19,292,000
1993: 20,835,000
1994: 22,502,000

Sec. 653 of the Act as amended by the House amendment authorizes the following figures:

1991: 20,010,000
1992: 22,010,000
1993: 24,200,000
1994: 26,600,000

The Senate recedes.

TECHNOLOGY

217. Sec. 661 of the Act as amended by the House amendment adds related and early intervention services to the areas covered by grants to promote new technology.

The Senate bill contains no comparable provision.

The Senate recedes.

218. Sec. 661(1) of the Act as amended by the House amendment adds assistive technology as one of the elements to be studied in the education of individuals with disabilities.

The Senate bill contains no comparable provision.

The Senate recedes.

219. Sec. 661(1) of the Act as amended by the House amendment tightens the standard for judging the use of technology by adding the term "efficiently and appropriately."

The Senate bill contains no comparable provision.

The Senate recedes.

220. Sec. 661 of the Act as amended by both the Senate bill and the House amendment delete the term "new" each place it appears in this section.

The House amendment adds the term "assistive technology" in paragraphs (2) through (4).

The Senate recedes.

221. Sec. 661(4) of the Act as amended by the House amendment stipulates modes of disseminating technology information.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment specifying that reference be made to section 610(g) whenever modes of dissemination are mentioned.

222. Sec. 661 of the Act as amended by the Senate bill adds a new paragraph (5) which adds an activity to increase access to, and use of, assistive technology devices and assistive technology services.

The House amendment contains no comparable provision.

The House recedes.

223. Sec. 661 of the Act as amended by the House amendment adds a new paragraph (5) which adds a new activity to address the problem of illiteracy among individuals with disabilities.

The Senate bill contains no comparable provision.

The Senate recedes.

224. Sec. 661 of the Act as amended by the House amendment adds a new subsection requiring the Secretary to ensure that instructional materials are close-captioned, and that grantees coordinate activities with the State entity receiving funds under Title I of Public Law 100-407.

The Senate recedes.

225. Authorizations (Part G—Technology, Media and Materials)

(a) Technology, Education Media, and Materials

Sec. 662 of the Act as amended by the Senate bill authorizes the following figures:

1991: 11,900,000
1992: 12,860,000
1993: 13,890,000
1994: 15,000,000

Sec. 662 of the Act as amended by the House amendment authorizes the following figures:

1991: 13,300,000
1992: 14,700,000
1993: 16,140,000
1994: 17,800,000

The House recedes.

PART H

DEFINITIONS

226. Sec. 672(E) of the Act as amended by the House amendment adds social work services to the definition of early intervention services.

The Senate bill contains no comparable provision.

The Senate recedes.

STATEWIDE SYSTEM

227. Sec. 676(b) of the Act as amended by the House amendment adds a requirement that materials for families on the availability of early intervention services be prepared and disseminated; and that procedures be developed for determining the extent to which these materials are made available.

The Senate bill contains no comparable provision.

The Senate recedes with an amendment including this provision in paragraph (6) of the existing law.

STATE INTERAGENCY COORDINATING COUNCIL

228. Sec. 682 of the Act as amended by the Senate bill changes the size and composition of the State Interagency Coordinating Council by stipulating minimal membership requirements; stipulates that certain councils are "grand-fathered" if they meet certain of the prior requirements, and includes an amendment to conform the statute to this change.

The House amendment contains no comparable provision.

The Senate recedes.

TECHNICAL CHANGES

229. Both the Senate bill and the House amendment replace the term "handicapped" and its various forms with the term "disability" and its various forms.

The House amendment also changes the name of the Act.

The House recedes to the Senate format and the Senate recedes to the change in the name.

230. Sec. 612(3) of the Act as amended by the Senate bill makes two technical changes.

The House amendment contains no comparable provision.

The House recedes.

231. The Senate bill amends terminology in the Head Start Act by replacing the term "handicapped children" with "children with disabilities."

The House amendment contains no comparable provision.

The House recedes.

232. The Senate bill amends the terminology in the "Higher Education Act of 1965" by replacing the term "handicapped children" with "children with disabilities."

The House amendment contains no comparable provision.

The House recedes.

233. The Senate bill amends the terminology in Public Law 81-874 (Impact Aid) by replacing the term "handicapped children" with "children with disabilities."

The House amendment contains no comparable provision.

The House recedes.

234. The Senate bill amends the terminology in the "Temporary Child Care for Handicapped Children and Crisis Nurseries Act of 1986" by replacing the term "handicapped children" with "children with disabilities."

The House amendment contains no comparable provision.

The House recedes.

GENERAL PROVISIONS

235. The Senate bill stipulates that the amendments of this Act shall take effect on the date of enactment of this Act, except that any amendment that the Secretary determines would cause substantial disruptions to programs or substantial lapses in services if effective on the date of enactment of this Act, shall take effect on October 1, 1990.

The House amendment stipulates that the amendments made by this Act shall take effect on October 1, 1990, or upon the date of the enactment of this Act, whichever occurs later.

The Senate recedes with an amendment making the effective date October 1, 1990.

AUGUSTUS F. HAWKINS,
WILLIAM D. FORD,
M.R. OWENS,
MATTHEW G. MARTINEZ,
DONALD M. PAYNE,
JIM JONTZ,
BILL GOODLING,
STEVE BARTLETT,
CASS BALLENGER,
PETER SMITH,
Managers on the Part of the House.

EDWARD M. KENNEDY,
TOM HARKIN,
HOWARD M. METZENBAUM,
PAUL SIMON,
ORRIN HATCH,
DAVID DURENBERGER,
JAMES M. JEFFORDS,
Managers on the Part of the Senate.

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